ED 403 376   AA 001 281

Resources in Education (RIE). Volume 32, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 403 377   CE 062 904

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; Educational Finance; Educational Legislation; Employment Problems; English (Second Language); Foreign Countries; *Literacy Education; Outreach Programs; Parent Participation; Parent School Relationship; School Business Relationship; Special Education; Student Certification; Workplace Literacy
IDENTIFIERS- Great Britain

This document consists of the four issues of this serial issued during 1992. Issue number 44 contains five articles: "Concerns and Fears" (issues raised by the proposed Further and Higher Education Bill in Britain); "Speaking Out for Wordpower" (Kay); "An Open Door to Mathematics" (Hay); "Literacy Problems and Employment" (Atkinson); and "ESOL English for Speakers of Other Languages , Wordpower, and Accreditation" (Crofts). Issue number 45 consists of four articles: "ESOL--Time to Start Afresh?"; "Progression from ABE" (Cookson); "The Nottinghamshire Stag" (Hill); and "Integrated Basic Skills--A Pilot Project" (Stephens, Cole). Issue number 46 contains six articles: "Basic Skills--What Changes?" (issues raised by the Further and Higher Education Act 1992); "C.A.P.E.R.: Children and Parents Enjoy Reading" (Kemp, Neasmith); "Leeds into Work" (Kibble); "Using Wordpower with Groups of Young People"

ED 403 396 CE 073 216

Gacka, Richard C.

Adult Education School-to-Work Project. Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

PUB DATE- 96

NOTE- 287p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Articulation (Education); Career Planning; Check Lists; Curriculum; *Education Work Relationship; Feasibility Studies; Integrated Curriculum; *Intergenerational Programs; Models; Nontraditional Occupations; Partnerships in Education; Program Development; Program Effectiveness; Records (Forms); Regional Planning; Secondary Education; *Tech Prep; Transitional Programs; Work Ethic

IDENTIFIERS- 353 Project; Alternative Assessment; Career Paths; *Pennsylvania

A project undertaken to determine the feasibility of integrating components of secondary-level tech prep and school-to-work programs into adult basic and literacy education (ABLE) programs. Applied academics curriculum materials developed by the Center for Occupational Research and Development (CORD) and the Agency for Instructional Technology (AIT) were reviewed, and selected elements of both were integrated into mathematics, communication, and blueprint reading programs that were offered to adult students at four locations. Students also received extensive assessment of their functional academic skills by using instruments linked to job placement. The academic, training, and participatory variables of the school-age and adult school-to-work populations were researched, and a preliminary checklist of "work ethic" skills to supplement indicators of academic and intellectual ability was compiled. The following elements of school-age tech prep and school-to-work transition projects were identified as suitable for implementation into ABLE programs: career pathways; nontraditional employment; job-focused assessment; and use of applied academic materials. (Appendixes constituting approximately 80% of this document contain the following: CORD Bridge curriculum; CORD and AIT curriculum information; selected career pathways; sample partnership document, individual assessment report format, work ethic checklist, and school-to-work transition plan; and directory of tech prep and school-to-work providers.) (MN)

ED 403 397 CE 073 217

Dennee, Phyllis M.; And Others

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena.; Phi Delta Kappa Educational Foundation, Bloomington, Ind.

PUB DATE- 92

NOTE- 191p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 403 415 CE 073 252

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 109p.; For related modules, see CE 073 247-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; *Troubleshooting; Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; *Power Line Technicians

This module is the sixth in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The four units in this module are as follows: (1) line patrol, (2) electrical equipment, (3) work procedures (hot line, basket, hot stick), and (4) troubleshooting (secondary). Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 416 CE 073 253

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 67p.; For related modules, see CE 073 247-252.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; *Troubleshooting;

ED 403 434 CE 073 301

Croker, Robert E.; And Others
Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
PUB DATE- 7 Dec 96
NOTE- 26p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Delphi Technique; Educational Attainment; *Educational Quality; *Evaluation Methods; Feasibility Studies; *Instructional Effectiveness; Postsecondary Education; Q Methodology; Questionnaires; *Student Attitudes; *Total Quality Management; *Vocational Education

The feasibility of using W. E. Deming's total quality management (TQM) method to define instructional quality was examined by surveying three groups of students attending Idaho State University's College of Education and School of Applied Technology: 31 students seeking cosmetology certification; 75 undergraduates pursuing degrees in corporate training and vocational teacher education; and 25 students seeking master's degrees in occupational training management. Data were collected through a modified Delphi technique and the Q-Sort method. Regardless of their academic level, all students appeared to consider interpersonal skills more important than teaching skills. Among all three groups, interpersonal skills were considered a high priority in teaching environments. The greatest differences in ranking of the top 10 teaching qualities and the top 10 interpersonal qualities occurred between the certification-seeking students and the master's degree students. The following rankings were said to be especially surprising: humor, 29.0; returns assignments in a timely manner, 32.0; has a professional appearance, 32.33; and starts/ends classes on time, 33.0. The following were among the study recommendations: teaching methodology classes should pay more attention to interpersonal skills; the study should be replicated in other similar institutions; and future studies should include students seeking two-year degrees. (Three sample questionnaires are included.) (MN)

ED 403 435 CE 073 302

Williams, LaJuana K., Ed.
Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
PUB DATE- Jun 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; *American Indians; *Blacks; Constructivism (Learning); Cultural Differences; Economically Disadvantaged; *Educational Cooperation; Empowerment; Ethnic Groups; Feminism; Foreign Countries; Fused Curriculum; Higher Education; *Hispanic Americans; Interpersonal Communication; Military Training;

ED 403 453 CE 073 370

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
PUB DATE- May 96
NOTE- 50p.; Developed by the National Council for Occupational Education Diversity Task Force.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; *Cultural Differences; *Demonstration Programs; *Diversity (Institutional); Institutional Evaluation; Job Training; *Labor Force Development; Program Descriptions; *Self Evaluation (Groups); Two Year Colleges; Vocational Education

This position paper and companion resource manual highlight the critical importance the National Council for Occupational Education (NCOE) gives to diversity issues in work force development. The position paper reports the NCOE's examination of the implications presented by the changing demographics in the U.S. work force and the potential mismatch with the increasingly technological work environment. It identifies a key role for the nation's community colleges in preparing a diverse work force. The position paper outlines a strong role for community colleges in a national work force development strategy and provides recommendations for local and national action. The resource manual consists of two sections. The first is a self-assessment document designed to assist colleges in looking critically at how well their institutions are preparing students to enter a work environment likely to be dramatically impacted by diversity. The second section consists of 10 exemplary programs selected for their outstanding approaches to serving students from diverse backgrounds. Components of each description include program title, institution, program type, abstract, and demographics. The programs are as follows: Visions: Learning for Life Initiative; Nursing Success Program; Environmental Technology; Project H.I.R.E.; ESL English as a Second Language and Electronics Technology; Minority Engineering Scholars; TMCC Truckee Meadows Community College Smart Starts 2; Pathway Program for Nursing and Allied Health; Women in Technology; and A.S.P.I.R.E. (YLB)

ED 403 454 CE 073 375

MacPherson, Randall T.
External Funding Considerations for Obtaining Research and Training Grants.
PUB DATE- Dec 96
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 403 472 CE 073 491

Learning Research.
PUB DATE- 96
NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Competence; Competency Based Education; Developmental Programs; Goal Orientation; *Human Resources; *Job Skills; *Labor Force Development; Needs Assessment; *On the Job Training; *Skill Development; Vocational Education

This document consists of four papers presented during a symposium on learning research moderated by Keith Johansen at the 1996 conference of the Academy of Human Resource Development (AHRD). "A Goal-Based Scenario (GBS) as a Unified Approach to Integrated Skills Development Training: Andersen Consulting's BanDS School" (Kurt J. Olson, Jeffrey M. Bryan) describes Andersen Consulting's approach, a unique application of GBS training design that integrates skill development across competency areas. "Job Instruction Reconsidered: Usefulness and Limitations of the Dominant Type of Structured OJT" (Jan A. De Jong) scrutinizes the organizational and educational premises of the dominant approach to structuring OJT (on the job training) learning--the "experienced-colleague-as-an-instructor" or "job instruction" model. "Structured OJT Competencies" (Jong Cheul Yang, Gary N. McLean) reports a survey of U.S. line experts and training professionals who identified competencies needed by both groups in supporting OJT and identified gaps between desired and current levels of expertise. "A Proposed Model of Approaches to Frontline Employee Development" (Christopher Washington) categorizes and describes ways in which frontline employees are influenced, directed, or selected to participate in development activities, managers' roles, and expected employee developmental outcomes. Papers contain references. (YLB)

ED 403 473 CE 073 492

Workforce Issues.
PUB DATE- 96
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Educators; Basic Skills; Behaviorism; Educational Research; Employer Attitudes; Factor Analysis; Foreign Countries; Holistic Approach; *Job Training; *Labor Force Development; *Literacy Education; Needs Assessment; Skill Development; *Teacher Attitudes; Technological Advancement; Vocational Education; *Work Environment; *Work Ethic
IDENTIFIERS- Canada

This document consists of four papers presented during a symposium on work force issues moderated by Jan DeJong at the

ED 403 490 CE 073 509

Performance Improvement.
PUB DATE- 96
NOTE- 34p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Curriculum Development; Educational Quality; Ethics; *Evaluation Methods; Interviews; *Labor Force Development; *Performance Based Assessment; *Performance Technology; Situational Tests; *Training Methods
IDENTIFIERS- Customer Satisfaction; *DACUM Process; International Surveys; ISO 9000

This document contains four papers presented at a symposium on performance improvement moderated by Edward Schorer at the 1996 conference of the Academy of Human Resource Development (AHRD) "The Organizational Ecology of Ethical Problems: International Case Studies in the Light of HPT Human Performance Technology " (Peter J. Dean, Laurence Barton) examines case studies that examined the effect of ethical behavior in view of HPT and revealed the need to pay more attention to ethics in the international workplace. Sandra M. Kaiser's paper "Assessing Performance in HRD Practices: A Look at Lathan and Saari's Situational Interview" describes the development, application, and validity of situational interviews for purposes of managerial candidate selection in multisite organizations. "Customer Satisfaction and Training Program Quality" (Martin Mulder) reports a study that measured the satisfaction of 1,403 of a sample of 2,174 work organizations with the training provided by various commercial training organizations. "DACUM Developing a Curriculum , Training, and ISO International Standards Organization 9000" (Robert E. Norton) discusses a study examining the duties and tasks that must be performed by DACUM facilitators, the importance of individual tasks to DACUM facilitators, and the difficulty of learning to perform each of the various tasks. Papers contain references. (MN)

ED 403 491 CE 073 510

Partnership Research.
PUB DATE- 96
NOTE- 16p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; College Programs; *Educational Research; Higher Education; *Labor Force Development; *Partnerships in Education; *Research Methodology; Research Needs; *School Business Relationship; Technological Advancement; *Theory Practice Relationship
IDENTIFIERS- American Society for Training and Development

This document contains three papers presented at a symposium on partnership research moderated by Richard Torraco at the 1996 conference of the Academy of Human Resource Development (AHRD). "Partnership Research in HRD: Pulling Rabbits from Hats"

ED 403 509 CG 027 502

Kottler, Jeffrey A., Ed.
Finding Your Way As a Counselor.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Burnout; Coping; *Counseling; *Counselor Attitudes; *Counselor Role; Decision Making; Employment Experience; Ethics; Individual Development; *Professional Development; Professional Recognition; Self Efficacy; Self Evaluation (Individuals)

This book is a collection of essays published in a column in "Counseling Today", the newspaper of the American Counseling Association. These essays are written by various counselors who relate their successes, challenges, doubts, and failures; they describe some of the personal issues involved in counseling practice that are rarely discussed. Topics include school-to-work, client expectations, career development, diagnostic labeling, self-promotion, ethical decision making, and counselor burnout. The articles address issues in school, mental health, private practice, military, university, industrial settings, and the profession in general. The book is organized into eight sections: (1) "In the Beginning"; (2) "Feeling Lost"; (3) "Confronting Ourselves"; (4) "Making a Difference"; (5) "Refining Our Thinking"; (6) "Recognition and Self-Promotion"; (7) "Transitions and Transformations"; and (8) "Reaching Out." The text is intended to be useful to both students and experienced practitioners. (LSR)

ED 403 510 CG 027 503

Herring, Roger D.
Multicultural Counseling in Schools: A Synergetic Approach.
PUB DATE- 97
NOTE- 333p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Educational Trends; Elementary Secondary Education; Futures (of Society); *Minority Groups; *Multicultural Education; *School Counseling; School Counselors

As the percentage of ethnic minority students in schools continues to increase, school counselors and counselors-in-training must broaden their cultural knowledge base and develop new strategies that are responsive to the complex challenges these students face. This text provides direction for working within the ethnic minority student's worldview and identifies synergetic and developmental interventions that meet their needs. The book combines the themes of: (1) the relation of changing demographics to socioeconomic and psycheducational imperatives in schools; (2) the balance between universalism and cultural pluralism within schools; (3) the resilience and adaptation of ethnic and cultural student groups; and (4) the ethnic and cultural status as stressors on the normal development of youth. Chapters are: (1) Multicultural Counseling Options for School Counselors; (2) The Synergetic

ED 403 528 CG 027 536

Myers, Jane E.; Schwiebert, Valerie L.
Competencies for Gerontological Counseling.
PUB DATE- 96
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Development; *Aging (Individuals); Competence; *Counseling Techniques; *Counselor Qualifications; Counselor Role; Ethics; *Gerontology; *Older Adults; Performance; Standards
IDENTIFIERS- *Competency Needs; *Gerontological Counseling

Gerontological counseling as a counseling specialty spans only 20 years. This text incorporates into its framework the 16 Minimum Essential Competencies of gerontological counseling that have been developed over the past two decades. These competencies focus on the knowledge and skills required to be an effective counselor for older persons and their families. Each competency was developed with broad-based input from counselors, counselor educators, and personnel working directly with older persons. The book tries to provide a foundation of the knowledge and skills required in an accredited training program in gerontological counseling. Each chapter begins with a restatement of the specialty competency, followed by an overview of the chapter's contents. Important terms are defined, and the knowledge and skills required for a competent gerontological counselor are described. One or more case studies are provided, along with commentary, in which the knowledge and skills may be applied. Each chapter ends with a series of questions for consideration and discussion. Some of the competencies addressed include development and transition in later life, social and cultural foundations of aging, roles for counselors, and group work with older persons. Includes an index and a supplemental reading list. (RJM)

ED 403 529 CG 027 537

Kain, Craig D.
Positive: HIV Affirmative Counseling.
PUB DATE- 96
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adjustment (to Environment); Chronic Illness; *Counseling Psychology; *Counseling Techniques; Counselor Client Relationship; *Counselor Role; Death; Health Facilities; *Helping Relationship; Life Satisfaction; Quality of Life; Special Health Problems; Terminal Illness
IDENTIFIERS- Affirmation Strategy

At the end of the 1980s, counselors largely lacked an integrated approach to counseling people living with HIV disease. This book describes the experience of counseling this group of persons. The major premise here is that counselors who counsel HIV-positive clients must come to understand and affirm their clients' experiences. The text defines a new counseling approach--HIV affirmative counseling--that takes into consideration the medical advances of the last decade. The

ED 403 548 CS 012 698

Sanacore, Joseph
Promoting Lifetime Literacy: What Can Be More Basic?
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Lifelong Learning; *Literacy; *Reading Aloud to Others; *Reading Attitudes; *Recreational Reading; Teacher Role
IDENTIFIERS- *Lifelong Readers

One of education's most important goals should be to promote the lifetime love of reading. However, the standards initiative, the debate about creating a national curriculum, and the bashing of whole language efforts are among the high visibility trends that are causing teachers and administrators to focus on phonics, spelling, vocabulary, and other skills to the preclusion of more meaningful, interesting activities. For students to consider reading as a serious part of their lifestyles, they need exposure to fiction and nonfiction books, biographies, anthologies, "how-to" manuals, audio-books, computer software, magazines, newspapers, and other meaningful resources. Providing part of the school day for recreational reading is essential because demographic trends have resulted in unsupervised households. Teachers can shift from textbooks and follow-up activities to authentic material and student choice as a step towards developing the lifetime literacy habit. Teachers should demonstrate a variety of behaviors that represent lifetime literacy. Another invaluable strategy for encouraging the lifelong love of reading is to read aloud interesting stories every day. As teachers read aloud a variety of materials, they enrich students' lives with different types of text, including expository, narrative, descriptive, and poetic. Literacy educators have many opportunities to communicate the importance of their mission, which supports both proficiency in reading and a love of reading. (Contains 11 references and a figure illustrating a yearlong schedule that includes recreational reading.) (RS)

ED 403 549 CS 012 699

Simner, Marvin L.
Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
PUB DATE- 93
NOTE- 9p.; For a related paper, see CS 012 700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Foreign Countries; *Instructional Effectiveness; *Language Arts; Phonics; Primary Education; *Reading Instruction; Student Needs; Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Canada; Educational Issues

Many Canadians are concerned about the quality of reading instruction in Canadian schools. Recent newspaper articles, research reviews, and newsletter articles reflect the nature of these concerns. The official instructional policy in a number of provinces as well as in a number of local school districts

ED 403 568 CS 215 649

Chancer, Joni; Rester-Zodrow, Gina
Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
PUB DATE- 97
NOTE- 228p.; Includes 11 color illustrations.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Expression; Classroom Techniques; Elementary Education; Inquiry; *Integrated Curriculum; *Journal Writing; Learning Processes; Lunar Research; Middle Schools; Natural Sciences; *Student Journals; *Student Participation; Teaching Methods; Writing Across the Curriculum
IDENTIFIERS- *Moon; *Nature Study

One of the greatest sources of wonder, the moon, becomes the focus of a classroom inquiry in this book which gives an illustration of integrated curriculum. Two teachers recount how their students observed the moon's transit for 28 days, recording their impressions in written and illustrated records called "Moon Journals." The book describes how the journals evolve from empirical observations into rich anthologies filled with prose, poetry, and artistic renderings using watercolors, pastels, printmaking materials, collage, and more. As the students experiment with multiple forms of composition, they begin to make sense of the world, and their place in it, in surprising ways. The book, extensively illustrated, is intended primarily for teachers of kindergarten through grade 8, but it can also be used in high school and even at home. It is meant to serve as a model of fruitful inquiry in any subject area--in the realm of nature or beyond. (Contains a list of 60 source books, divided by subject matter.) (CR)

ED 403 569 CS 215 650

Johnson, Paul
Pictures & Words Together: Children Illustrating and Writing Their Own Books.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Authors; *Childrens Writing; Creative Expression; Curriculum Enrichment; Early Childhood Education; Emergent Literacy; *Illustrations; *Integrated Activities; Student Motivation; *Writing for Publication
IDENTIFIERS- *Book Production

Based on the premise that teachers everywhere have found that bookmaking has the power to motivate even the most reluctant writers, this book suggests that by combining illustrations and texts, children engage in a kind of communication that transcends the sum of its parts--their pictures and words interact to convey a new level of meaning. The book addresses several important questions about the process, such as what

ED 403 588 CS 215 712

Hirsh-Pasek, Kathy; Golinkoff, Roberta Michnick
The Origins of Grammar: Evidence from Early Language Comprehension.
PUB DATE- 96
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Language; Cognitive Development; *Comprehension; Early Childhood Education; *Grammar; *Language Acquisition; Language Research

Viewing language acquisition as the product of a biased learner who takes advantage of the information available from a variety of sources in his or her environment, this book provides a new way of thinking about the process of language comprehension. The analysis in the book borrows insights from theories about the development of mental models, models of early cognitive development, and systems theory. The book presents a synthesis of research that used the intermodal preferential looking paradigm, which can be used to assess lexical and syntactic knowledge in children as young as 13 months of age. The book also uses these results to describe a theory of language learning that emphasizes the role of multiple cues and forces in development. Chapters in the book are (1) Introduction; (2) Theories of Language Acquisition; (3) The Intermodal Preferential Looking Paradigm; (4) Infants' Perception of Constituent Structure; (5) Single-Word Speakers' Comprehension of Word Order; (6) Young Children's Use of Syntactic Frames to Derive Meaning; and (7) A Coalition Model of Language Comprehension. Contains approximately 300 references. (RS)

ED 403 589 CS 215 713

Gilhool, Mick; And Others
A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 3; Grade 4; Instructional Effectiveness; *Nonfiction; Pilot Projects; Qualitative Research; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Strategies
IDENTIFIERS- Semantic Mapping; Writing Contexts; *Writing Models

A qualitative pilot study investigated the influence of nonfiction learning activities upon the level of student engagement, writing growth, and the quantity of students' nonfiction compositions. The participants were 19 third-grade students and 19 fourth-grade students, plus the 2 teachers of the respective classes. Nonfiction writing instruction consisted of modeling high-quality nonfictional texts, semantic mapping, and writing conferences. The level of student engagement and the quantity of their nonfiction compositions increased during the 5-week treatment period. Qualitative observations of increasing levels of engagement in nonfiction writing and increasing length of students' compositions implies the effectiveness of the strategies employed. Findings imply

ED 403 610 CS 509 408

A Study of the Reputations of Doctoral Programs in Communication.
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Departments; *Doctoral Programs; Graduate School Faculty; Higher Education; Intercultural Communication; Organizational Communication; Program Effectiveness; Rhetoric; *Speech Communication
IDENTIFIERS- Applied Communication

A study measured the reputations of doctoral programs in communication. Approximately 980 surveys were sent to contact people at institutions with communication disciplines. A second sample of approximately 620 names were drawn from Ph.D. level members of the Speech Communication Association (SCA) who do not teach at doctoral granting institutions. A total of 345 surveys were returned from the doctoral program faculty (for a response rate of 35%) and a total of 114 surveys were returned from the faculty who do not teach in doctoral programs (for a response rate of 18%). A total of 45 individuals indicated that they were very confident in their rankings of the top 5 programs in each specialty (communication theory and research, rhetoric, organizational communication, critical-cultural/media, applied communication, intercultural communication, and communication education) and participated in a follow-up survey. Results indicated that only 4 programs were undisputedly placed in the top quartile for each of the specialties in which they were rated. Three of those programs were rated on only 1 specialty: University of California, Berkeley in Rhetoric; Stanford University in Applied Communication; and West Virginia University in Communication Education. Northwestern University (Communication Studies) was rated in the top quartile in 3 specialties: Communication Theory and Research, Rhetoric, and Applied Communication. SCA is committed to producing additional studies that will provide other useful information about doctoral programs in communication. A table of data is attached. (RS)

ED 403 611 CS 509 409

Robinson, Julia
Introduction to Media Literacy Education and Media Literacy Education Bibliography.
PUB DATE- Aug 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; *Critical Viewing; Curriculum Development; Educational Objectives; Elementary Secondary Education; *Mass Media Effects; Mass Media Role; *Mass Media Use
IDENTIFIERS- *Media Literacy

Noting that media literacy education is mandated in almost every developed country in the world except the United States, this paper introduces the concept of media literacy education and presents a 32-item annotated bibliography on media literacy education. The paper defines media literacy as the ability to access, decode, analyze, evaluate, and produce communication in

ED 403 631 EA 027 852

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
PUB DATE- Nov 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Competition; Elementary Secondary Education; *Equal Education; *Free Enterprise System; Parent Attitudes; Program Effectiveness; Racial Segregation; *Research Problems; *School Choice; Social Stratification

A draft of a book, "School Choice: The Cultural Logic of Families, the Political Rationality of Institutions," received a great deal of media attention. The book contains research from nine different studies of school choice and includes an introduction and conclusion by Harvard professors Richard Elmore, Gary Orfield, and Bruce Fuller. The research found that despite the popularity of school choice, children in choice schools do not appear to learn at a higher rate than those who remain in neighborhood schools. In addition, choice plans often result in inequities. Pioneer Institute invited nine school-choice advocates to respond to the book's findings; this publication contains excerpts of their comments. The participants included Chester Finn, Howard Fuller, Charles Glenn, Paul Hill, Peggy Hunter, Susan Mitchell, Terry Moe, Joe Nathan, and Mary Anne Raywid. The participants argue that the manuscript is not a true study but a policy statement, has an antichoice bias, does not represent all school-choice programs, and is methodologically flawed. They also argue that a well-structured choice program does not lead to social inequality. A box inset contains excerpts of a critique made by Paul Peterson, Director of the Center for American Political Studies at Harvard, of Dr. John Witte's evaluation of the Milwaukee choice program. (LMI)

ED 403 632 EA 027 853

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
PUB DATE- Mar 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; Capitalism; Charter Schools; *Competition; *Decentralization; Educational Economics; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; *Government School Relationship; Institutional Autonomy; New Federalism; Privatization; *Public Education; *School Choice; School Restructuring; State Regulation
IDENTIFIERS- *Massachusetts

On January 31, 1996, Pioneer Institute Executive Director James A. Peyser delivered an address to the Boston Economic Club, in which he proposed radical reforms to the structure of public education. This publication contains an edited transcript of the speech. The speech argues that after 30 years of stagnation

ED 403 652 EA 028 202

Larson, Lisa
The State's High School Graduation Rule. House Research Information Brief.
PUB DATE- Nov 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Graduation Requirements; High Schools; High School Students; *Minimum Competencies; Performance; Program Implementation; Public Schools; *State Standards; Student Evaluation; Tests
IDENTIFIERS- *Minnesota

The Minnesota Legislature directed the Minnesota State Board of Education to set in rule the content and performance standards that public high school students must achieve in order to graduate. This information brief describes the history and current status of the High School Graduation Rule for public school students in Minnesota. The state's public schools will begin implementing the basic-standards tests in reading and math during the 1996-97 year; a writing test will be required the following year. The standards contain goal statements for what students should know and be able to do in specific content areas. Accompanying the information is a chart containing the 10 elements and 62 corresponding content standards that students must try to attain as part of the state's profile of learning. (Contains 9 end notes). (LMI)

ED 403 653 EA 028 203

Johnson, Susan Moore
Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Administrator Selection; Elementary Secondary Education; *Leadership; *Leadership Styles; Role of Education; School Administration; School Organization; *Superintendents

Superintendents who aspire to lead rarely find clear explanations of what to expect from their constituents or about what they should do. This book presents findings of a study that explored superintendents' approaches to leadership, constituents' responses to their superintendents' initiatives, and the resulting changes in practice. The book is based on interviews with 12 beginning superintendents and with 25 constituents in each school district. Chapter 1 lays out the challenge of leadership for the superintendency, examining how changes in the context of public education have altered the demands on school leaders. Chapter 2 focuses on the search and selection process. The following three chapters center on issues of educational leadership. Chapter 3 discusses the superintendent's role in crafting a plan for school improvement; chapter 4 presents the cases of three superintendents who introduced reforms that followed from their

ED 403 672   EC 302 310

MITCH Training Guide: Strategies for the Coordination of MITCH
  Training within a Community. A Series for Caregivers of Infants
  and Toddlers. Model for Interdisciplinary Training for Children
  with Handicaps.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
  Bureau of Education for Exceptional Students.
PUB DATE- 92
NOTE- 128p.; For related documents, see EC 302 311-325.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- *Child Caregivers; *Child Development; Day Care;
  *Disabilities; Infants; *Inservice Education; Interdisciplinary
  Approach; Models; Preschool Education; Regional Programs;
  *Special Health Problems; Teacher Qualifications; Teaching
  Methods; Toddlers; Training Methods
IDENTIFIERS- Florida; *Model of Interdisciplinary Training Child
  Handicap

This guide describes the Model of Interdisciplinary Training for Children with Handicaps (MITCH) program and suggests ways to implement this training program for Florida caregivers of infants and toddlers with disabilities on a local level. It includes guidelines for conducting training sessions and for training instructors. Specifically, the guide describes: responsibilities of trained MITCH instructors; the existing network of instructors and coordination by geographic area; the role and responsibilities of Florida Diagnostic and Learning Resources System Network Group Coordinators; criteria for choosing persons to be trained as instructors; procedures for training instructors; procedures for setting up a MITCH training session; and material for doing a presentation about MITCH. The MITCH program has developed 13 training modules which provide caregivers with training on: (1) intellectual development, (2) speech and language development, (3) meeting special needs, (4) the impact of the special needs child on family functioning, (5) listening and sensory integration, (6) the caregiving environment, (7) behavior management, (8) health care, (9) motor development, (10) nutrition and feeding, (11) communication skills for caregivers, (12) visual impairments, and (13) children at risk due to substance abuse. Appendices include reproducible MITCH forms, names and addresses of resource agencies, and general information about Project MITCH. Also included is an addendum for the MITCH Training modules which contain listed corrections that should be made to the text of the materials and a list of handout/overhead pages that have been revised. (DB)

ED 403 673   EC 302 311

A Simple Introduction to Physical Health Impairments: A Series
  for Caregivers of Infants and Toddlers. Model of
  Interdisciplinary Training for Children with Handicaps (MITCH).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
  Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 46p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ED 403 690 EC 305 129

Kraus, Lewis E.; And Others
Chartbook on Disability in the United States, 1996.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 71p.; For the 1991 edition, see ED 345 405.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Age; Children; Chronic Illness; Costs; *Disabilities; *Employment; *Etiology; *Incidence; *Individual Characteristics; Labor Force; *Medical Services; National Surveys; Older Adults; Vocational Rehabilitation; Youth

This chartbook presents, in graphic and textual formats, statistical data on disabilities in the U.S., gathered from available national survey and program data. Each page contains a topic question, a brief explanatory text (using data from the original source), an explanatory graphic, identification of the source of the information, and identification of the survey used to collect the data. The 38 topic questions are grouped into the following five sections (with sample topics in parentheses): (1) prevalence of disabilities (the number of people severely limited in physical functions and the number needing assistance in daily activities); (2) characteristics of people with disabilities (age, sex, race, ethnicity, income, education, and geographic location); (3) causes and medical cost of disabilities (the most common chronic health conditions which cause activity limitation and costs for medical care); (4) disability in the elderly and children/youth (incidence of disabilities in elderly persons and number of children who receive special education); and (5) work and disabilities (number of people who are work disabled, number of disabled persons in the work force, and earnings). An appendix describes the surveys on which the data are based. (Contains 37 references.) (DB)

ED 403 691 EC 305 130

Roessler, Richard T.; And Others
The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Assertiveness; Check Lists; Civil Rights Legislation; Compliance (Legal); *Disabilities; Employer Employee Relationship; Empowerment; *Equal Opportunities (Jobs); Interviews; *Job Skills; *Self Evaluation (Individuals); *Vocational Evaluation; *Work Experience
IDENTIFIERS- Americans with Disabilities Act 1990; *Employment Accommodations (Disabilities); Multiple Sclerosis

ED 403 708 EC 305 273

Kochhar, Carol A.; West, Lynda L.
Handbook for Successful Inclusion.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Delivery Systems; *Disabilities; Educational Philosophy; Elementary Secondary Education; *Inclusive Schools; Program Development; Program Evaluation; Program Implementation; Regular and Special Education Relationship; Student Placement

This manual is intended to help regular and special educators and related professionals to better serve special learners in inclusive settings through identifying practical strategies for the classroom and school, and techniques for overcoming barriers to inclusion. The manual is written in a question-and-answer format. The first chapter addresses the challenge of inclusion, covering its rationale, components, controversies, and benefits and outcomes. The second chapter focuses on strategies for overcoming barriers to inclusion, the continuum of placement options, assessment of student needs for instruction, assessment of readiness for inclusion, staff development needs, planning for inclusion, class size, curriculum modifications, support services, interdisciplinary teams, the role of technology, promotion of parent participation, the transition from school to work, and the future of inclusion. This chapter also details a 10-step approach to implementing inclusion, from conducting a needs assessment through identifying technical assistance resources, and use of evaluation information for improvement. Chapter 3 focuses on resources for implementation of inclusion, including public policies promoting inclusion, assessment tools, and five case studies. The fourth chapter provides resources for trainers such as worksheets and transparencies keyed to the 10-step approach and a sample staff development plan. (Contains approximately 150 references.) (DB)

ED 403 709 EC 305 274

Obiakor, Festus E.; And Others
Disruption, Disaster, and Death: Helping Students Deal with Crises.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Crisis Intervention; *Death; *Disabilities; Elementary Secondary Education; Emergency Programs; *Emotional Adjustment; *Emotional Problems; Inservice Teacher Education; *Natural Disasters; Postsecondary Education; Posttraumatic Stress Disorder; School Community Relationship; Student Adjustment

This book provides strategies for helping atypical students deal

ED 403 727 EC 305 303

Brown, Carrie; And Others
The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Augmentative and Alternative Communication; Communication Disorders; *Computer Graphics; *Computer Interfaces; Computer Oriented Programs; Input Output Devices; Mental Retardation; Neurological Impairments; Physical Disabilities; Research Projects; *Severe Disabilities; Speech Synthesizers
IDENTIFIERS- Automatic Speech Recognition; *Voice Recognition

This final report describes activities and outcomes of a research project on a sound-to-speech translation system utilizing a graphic mediation interface for students with severe disabilities. The STS/Graphics system is a voice recognition, computer-based system designed to allow individuals with mental retardation and/or severe physical disabilities (such as quadriplegia, spinal cord injury, cerebral palsy, and assorted neurological disorders) to communicate with others and control their environment. Operation of the STS/Graphics system is through vocalization, switch closure, or keyboard input for activation of electrical appliances and/or digitized speech output. Choices available to the user are displayed on a monitor as customized photographic-quality symbols representing familiar items/persons in the user's environment. The project resulted in four major outcomes: (1) development and refinement of the STS/Graphics system; (2) application, evaluation, field testing, and research results of the STS/Graphics system with students having mental retardation; (3) development of training strategies and a training manual on the use of the STS/Graphics system; and (4) documentation of the STS/Graphics system research with two videotapes. Individual sections of the report present the project's objectives, methodology, and a description of hardware and software used. Also attached are the training manual, sample evaluation forms, and the following papers or articles by Carrie Brown and others: "Research Focusing on Freedom of Choice, Communication, and Independence Using Eyegaze and Speech Recognition Assistive Technology"; "The Sound-to-Speech Translation Utilizing Graphic Symbols"; "Speech Recognition and Graphics Research for Persons Having Mental Retardation"; and "The Sound-to-speech Translation System Using Photographic-Quality Graphic Symbols." (Individual papers contain references.) (Author/DB)

ED 403 728 EC 305 349

Bricker, Diane, Ed.
AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 342p.; The entire set of 4 volumes is EC 305 349-352.
LANGUAGE- English

ED 403 746 FL 024 365

Kemis, Mari; Moran, Kelly Jo Kerry
National K-12 Foreign Language Resource Center Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 96
NOTE- 110p.; For an earlier report, see ED 391 356.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; College Faculty; Conferences; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Faculty Development; Federal Programs; French; *Inservice Teacher Education; *Instructional Development; Language Teachers; Methods Courses; Program Descriptions; Program Evaluation; Second Language Instruction; *Second Languages; Spanish; Technological Advancement; Workshops

The report describes and evaluates the activities of the National K-12 Foreign Language Resource Center, established at Iowa State University as one of six nationally to support K-12 foreign language education. These activities include: the Teacher Educator Partnership Institute, a professional development program for methods professors in higher education institutions; the Culture and Children's Literature Institute for French and Spanish teachers, teaching effective strategies for development and teaching of thematic culture- and literature-based instructional units; the Curriculum Institute, a summer workshop for foreign language teachers and supervisors; an Assessment guidelines and Strategies Workshop, in which teachers and researchers collaborated to draft assessment strategies that link the national student standards for foreign language learning to sample objectives, instructional activities, and subsequent assessment; the New Technologies Institute, to introduce educators to the benefits for foreign language instruction of newly developed technologies; academic-year goal-setting activities; and ongoing support through communication with institute leaders and participants. Overall, the activities of the second 16 months at the center were found positive and successful, meeting stated goals. The executive summary is included. (MSE)

ED 403 747 FL 024 366

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
PUB DATE- 96
NOTE- 864p.
LANGUAGE- French
EDRS Price- MF05/PC35 Plus Postage.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Observation Techniques; Classroom Techniques; Educational Strategies; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; *French; Immersion Programs; Intervention; *Native Language Instruction; *Reading Instruction; Reading Strategies; *Reading Tests; Second Languages; Student Characteristics; Student Needs; Teaching Methods
IDENTIFIERS- Francophone Education (Canada)

The guide, entirely in French, is intended as a resource for

ED 403 767 FL 024 391

Goumoens, Claire de, Ed.
Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
PUB DATE- Dec 95
NOTE- 93p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Cultural Pluralism; Educational Environment; Elementary Secondary Education; English; Foreign Countries; French; German; Language Attitudes; *Language Role; *Languages; Library Collections; *Multicultural Education; *Multilingualism; Program Descriptions; Second Language Instruction; *Second Languages
IDENTIFIERS- *Switzerland

The proceedings of a Swiss conference on languages in education include: a brief preface about the conference topic; summaries in French, Albanian, German, English, Spanish, Italian, and Portuguese; background information on the conference; statistics on the home and community languages of Swiss elementary and secondary school students; the conference introduction, "Pour une education bilingue" (Toward Bilingual Education) presented by Anna Lietti; notes on parent language use in Albanian and Italian communities; teachers' perceptions of language use in Spanish, Portuguese, Bosnian, and Albanian communities; six research papers; text of a roundtable discussion concerning the challenge of opening schools to diverse languages; a conference summary; and a list of relevant journals. The papers include: "Une experience interculturelle a l'ecole primaire de la Chaud-de-Fonds" (a primary school experiment at Chaud-de-Fonds) (Philippe Moser); "Une experience d'eveil aux langues" (a language awareness experiment) (Christiane Perregaux); "Un projet interculturelle a l'ecole du Mail a Geneve" (an intercultural project at a Geneva school) (Sylviane Magnin Hottelier); "Une ecole privee bilingue allemand-francais" (a private German-French bilingual school) (Henri Moser); "Une experience anglais" (an English experiment) (Daniele Moore); and "Les bibliotheques interculturelles dans les ecoles" (intercultural libraries within schools). Contains 44 references. (MSE)

ED 403 768 FL 024 392

Brohy, Claudine, Ed.; Pietro, Jean-Francois de, Ed.
Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
PUB DATE- Mar 95
NOTE- 55p.
LANGUAGE- French; German
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)

ED 403 788 HE 029 769

Chang, Mitchell J.
Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
PUB DATE- Nov 96
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; Ethnic Groups; *Fraternities; Higher Education; National Surveys; Predictor Variables; Racial Attitudes; *Racial Factors; Racial Identification; Racial Relations; Regression (Statistics); *Social Organizations; *Sororities; Statistical Analysis; *Student Participation; *Undergraduate Students; Whites
IDENTIFIERS- African Americans; *ASHE Annual Meeting; Cooperative Institutional Research Program; People of Color

This study examined the racial dynamics of the undergraduate social system of fraternities and sororities. The study sought to determine: (1) how white student participation in social fraternities and sororities was influenced by racial dynamics, (2) under what conditions students of color were accepted by the dominant peer group, (3) what types of students of color participate in these organizations, and (4) what this suggests about racial identity. Data for the study were derived from the Cooperative Institutional Research Program database on over 300,000 students. The first stage of the analysis compared patterns of participation between students of color and white students; the findings here indicated that such organizations remain predominantly "white social clubs." Regression analyses in the second stage examined the predictive values of specific variables such as student background, institutional characteristics, and student self-reported attitudes for both white students and students of color. Among findings were that campus racial climate influenced student participation in such social organizations, with racial conflict on campus enhancing white students' joining, whereas campuses committed to diversity had a negative effect on white student participation. Five tables summarize data for participation rates for a freshman cohort, three groups of variable predictors, and participation rates for students of color. (Contains 55 references.) (CH)

ED 403 789 HE 029 770

Ezeamii, Hyacinth Chinedum
Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.
PUB DATE- Nov 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Educational Quality; Higher Education; *Institutional Evaluation; Questionnaires;

ED 403 808 HE 029 853

Ostrom, John S.
Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
PUB DATE- 96
NOTE- 64p.; Supported by a grant from the Follett College Stores Fund for Financial Management.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Administrative Policy; College Administration; Compliance (Legal); Disclosure; Donors; *Fund Raising; Higher Education; Recordkeeping; *School Accounting; *Standards
IDENTIFIERS- *Financial Accounting Standards Board; Gifts

Since the Financial Accounting Standards Board (FASB) issued Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made, in June 1993, guidance has been sought in understanding its impact and implementation. Specific key provisions deal with contributions received and contributions made, expiration of restrictions on contributions received, accounting for collections, and recognition of contributed services. To help institutions implement the new standards, the National Association of College and University Business Officers developed a series of workshops and the information in this manual is derived from those workshops. Section 1 is a summary of the key provisions of FASB Statement No. 116 highlighting the changes from previous practice. Section 2 is a detailed explanation of the statement and effects of implementation presented in question-and-answer format, including critical definitions of significant words and phrases. Where appropriate, suggestions are made to aid in implementing the standard. Section 3 is a self study containing specific examples of situations that institutions may encounter in implementation of FASB Statement No. 116. A separate glossary of terms is provided. (Author/JLS)

ED 403 809 HE 029 854

Gardiner, Lion F.
Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
PUB DATE- 88
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Check Lists; *College Outcomes Assessment; Educational Objectives; *Educational Planning; Higher Education; Institutional Administration; Institutional Mission; Long Range Planning; Management Systems; Mission Statements; Organizational Change; Organizational Development; Postsecondary Education; *Program Evaluation; Program Implementation; *Strategic Planning; Student Educational Objectives
IDENTIFIERS- New Jersey

Many colleges and universities are engaged in new efforts to assess the outcomes they produce. As a first step, these institutions usually examine their mission statement, goals,

ED 403 829 HE 029 874

Smith, Rosslyn, Ed.; And Others
University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
PUB DATE- Jul 89
NOTE- 145p.; For Volumes I and II, see ED 358 804-805.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Instruction; *Cross Cultural Training; Cultural Awareness; English (Second Language); *Foreign Students; Higher Education; Inservice Teacher Education; Orientation; Program Design; Program Implementation; Science Instruction; Second Language Instruction; *Teaching Assistants; Workshops
IDENTIFIERS- *University of Wyoming

This collection contains 16 papers that focus on various problems and challenges relating to the design and implementation of training programs for international or foreign teaching assistants (ITAs or FTAs). It includes: (1) "An Outline of Analysis for Program Design" (Larry L. Loeher); (2) "A Survey of ITA Orientation Programs: Type, Assessment Categories, and Exit Options" (Marion Couvillion); (3) "The Ideal FTA Environment: Notes Based on One Trainer's Experience" (Mike Lyons); (4) "Designing and Implementing an FTA Orientation" (Nancy Pfinstag); (5) "A Program to Improve Student Attitudes Toward Foreign Teaching Assistants" (Kim E. Gilmore); (6) "Assessment for International Teaching Assistant Institute" (Lavon Gappa); (7) "Short But Sweet: A One-Day ITA Orientation Workshop" (Janet M. Goodwin); (8) "Proposal for Vanderbilt University FTA Program" (Janette Lanier); (9) "Plea for an Integrated Approach to Language Testing and Training for Foreign Teaching Assistants: Potential for ESL Training" (Susan Taylor); (10) "Cross Cultural Communications: Understanding the Situation" (Lynne McNamara); (11) "Culture in FTA Training Programs: An Overview" (Rosslyn Smith); (12) "Nonverbal Communication for the FTA: An Annotated Bibliography" (Nancy Frampton); (13) "'Talking': The Basic Act of University Teaching" (Patricia Byrd); (14) "Improving the Intelligibility of FTAs: How ESL Teachers Might Be More Effective" (Linda Grant); (15) "The Assessment and Training of Teaching Assistants in Biology and Chemistry" (Linda Mantel); and (16) "Duties and Activities of Chemistry Teaching Assistants" (Kim E. Gilmore). (Some individual papers contain references.) (MDM)

ED 403 830 HE 029 875

Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
PUB DATE- Nov 96
NOTE- 211p.; For the 1995 report see ED 391 440. Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; Community Colleges; *Enrollment; Full Time Equivalency; Graduate Study; Higher Education; In State Students; Out of State Students; *Private Colleges; Professional Education; *Public Colleges; School Demography; School Statistics; Self Supporting Students; State Universities; Tables (Data)
IDENTIFIERS- *South Dakota

(Snudden); "American Lessons" (Swinney); and "Why Do Students Leave?" (Morris). Issue number 47 consists of five articles: "Basic Skills: A Wide Ranging Service" (more issues raised by the Further and Higher Education Act); "Specific Spelling Difficulties" (Hinchcliffe); "The Springboard Project" (Whiteley); "Conference Report: Conference '92"; and "Allied Steel and Wire" (Williams). The center two pages of each issue, entitled Information, provide brief summaries of noteworthy people, materials, and projects. Reviews of resources and books conclude each issue. (YLB)

ED 403 378 CE 063 079

de Lone, Richard H.
The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
SPONS. AGENCY- EXXON Corp., New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Dec 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Educational Change; *Educational Improvement; *Educational Planning; *Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; Labor Force Development; *Partnerships in Education; Program Development; *School Business Relationship

This guide presents the steps necessary to create and pursue a strategic perspective on improving the education system. The emphasis is on generating change in the classroom, and the guide focuses on districtwide school/business initiatives with the goal of basic reform. The guide is organized in six sections that cover the following: (1) the importance of strategy--why local partnerships?; (2) developing strategy--first steps; (3) from vision to action--the game plan for change (developing an action agenda, business as an agent of work force development, and summarizing the action agenda); (4) from latent to legitimate power; (5) organizing the partnership for effectiveness; and (6) evaluating results. The guide also lists 15 references and has two appendixes: a list of the organizations representing initiatives cited in the report and a list of 20 information resources for school-business partnerships and educational reform. (KC)

ED 403 379 CE 065 149

Gordon, Edward E.; Askov, Eunice N.
Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
PUB DATE- Oct 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Basic Skills; Case Studies; *Computer Assisted Instruction; *Corporate Education; Courseware; *Labor Force Development; *Literacy Education;

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Behavioral Objectives; Behavior Modification; Body Image; Exercise; *Extension Education; *Health Promotion; *Home Economics; Junior High Schools; *Junior High School Students; Leaders Guides; Learning Activities; Lesson Plans; Middle Schools; *Nutrition; School Activities; Self Esteem

IDENTIFIERS- *Middle School Students; *Weight Loss; Weight Maintenance

This leader's manual contains the materials required to present a school-based weight management curriculum that may be offered both in school and outside the school setting for middle-school adolescents. The first section contains instructor information regarding the following topics: need for the program; program objectives; timeline and procedures; implementation suggestions; general format options; evaluation; involvement of parents, schools, and communities; and recruitment of participants. Presented next are session plans for each of the program's 20 sessions, which are devoted to the following topics: introduction and setting goals; keeping track of food intake and food groups and exchanges; making food choices and following dietary guidelines; self-esteem and body image; exercise and energy balance; changing behavior and habits; eating for competition; food supplements; fad diets; self-esteem boosters; breakfast; fruits and vegetables; snacks; fat; fiber; meat; fast food; calcium; planning meals with one's family and considering nutrient density; and program wrap-up. Each session plan contains some or all of the following: objectives; list of materials; notes to leaders; learning activities; evaluation criteria/activities; references/resources; ideas for other activities; and student handouts. Appended are knowledge and attitude tests and parent and student letters. (MN)

ED 403 398 CE 073 219

Parker, Yana
Blue Collar & Beyond: Resumes for Skilled Trades & Services.
PUB DATE- 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; *Blue Collar Occupations; Building Trades; *Career Education; Employment Qualifications; Hospitality Occupations; Office Occupations; Problem Solving; Records (Forms); *Resumes (Personal); Self Evaluation (Individuals); *Service Occupations; *Skilled Occupations; *Technical Writing

This book, which is designed for individuals in skilled trades and service occupations, contains 132 sample resumes for occupations in the following occupational categories: automotive and heavy equipment; construction and maintenance; customer service; hotel, restaurant, and food service; office; trades; warehouse, manufacturing, and electronics; and miscellaneous service occupations. Discussed in the introduction are the components of a good resume, 10 steps in creating a good resume, and hazards to avoid. The following are among the occupations for which resumes have been provided: driver, service writer, service technician, auto mechanic, vehicle maintenance supervisor, heavy equipment operator, construction worker, handyman, lead-based paint inspector, asbestos abatement specialist, park maintenance supervisor, maintenance foreman, customer services scheduler, airline

Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; *Power Line Technicians

This module is the seventh in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The three units in this module are as follows: (1) troubleshooting (primary line), (2) system knowledge (phase II), and (3) conversions. Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 417 CE 073 264

Kinard, Roscoe C.
Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economically Disadvantaged; Educational Research; Food Service; Health Occupations; *Job Training; Office Occupations; *School Holding Power; Student Attrition; *Technical Education; Two Year Colleges; Vocational Education; *Welfare Recipients; Welfare Services

The Opportunities Program is a collaboration between the Illinois state welfare program and the City Colleges of Chicago to educate/train welfare recipients in short-term programs. A review of the research identified these effective student retention strategies: student support, high quality instruction, and remediation. A review of research on student success focused on student characteristics, employment statistics, and gender and race/ethnicity differences. The completion rates for 119 Opportunities Program students were examined. The study population included students from the food technology, office technology, and health technology programs at Dawson Technical Institute in Chicago. Data were collected from the examination of college records. School records showed that 75 percent of all students completed programs: 13 percent in food technology, 19 percent in office technology, and 43 percent in health technology. Examination of the chi-square test scores indicated sample groups were significantly different. Findings may have been influenced by the following factors: job availability, interest, and experience; demand for higher education and technical competence; low job entrance salaries; familial or personal problems; preparation of the students; quality of the program/instruction; and availability of resources. (Contains 11 references.) (YLB)

Multicultural Education; Outreach Programs; Poetry; Racial Relations; Self Concept; Social Change; Writing Skills
IDENTIFIERS- *African Americans; Chile; Illinois (Chicago); Million Man March; Self Reliance; United States

This document contains 14 papers presented at an annual symposium sponsored by Northern Illinois University's Department of Leadership and Educational Policy Studies and College of Education. First, information about the symposium's history and participants is presented. The following papers constitute the remainder of the document: "Eliminating Barriers through Language" (Rosita L. Marcano); "African-American Males Marshaling Self-Reliance through a Social Movement: The Million Man March" (Johnnie Crowder); "Black Liberation vs. Feminism in the Writings of Two Black Feminists" (Tarina Galloway); "Where Do We Stand? A Statistical Portrait of Latino and African-American Chicago" (Margaret Villanueva, Brian Erdman, Larry Howlett); "Building Bridges to Underserved Populations: Implications for African and Latin Americans" (William H. Young); "Afro-Latins in America" (Georges Germain); "Voter Empowerment and Adult Education: A Social Change Perspective" (James E. Hunt); "Removing the Barriers for the Economically Disadvantaged from Achieving Higher Education in Chile" (Ronald Everett, Rosita Marcano, Glenn Smith); "Infusing Diversity in a Research Course: A Social Constructivist Approach" (Wanda D. Bracy); "Building Bridges between Latina/o and African-American Leaders" (George Gutierrez, Mary Heather Hannah, Keith Armstrong); "Knowing Self, Communicating, and Integrating with Others in a Common Goal to Succeed through Education" (George Gutierrez, Sylvia Fuentes, Susan Timm); "Perspectives of African-American Enlisted Military Personnel on Military/Civilian Learning" (Patricia Easley, Pamela Jones); "Multicultural Experiences in Literary Consciousness: Lessons for African/Latin-American Alliances" (Sandra J. Rainey); and "Using Local and Ethnic Poetry to Improve Basic Writing Skills" (Jane Mueller Ungari). (MN)

ED 403 436 CE 073 304

Martinez, Paul
Student Retention: Case Studies of Strategies that Work. FEDA Paper.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Change Agents; Change Strategies; *College Programs; *Dropout Prevention; *Dropout Research; Educational Change; Educational Improvement; Foreign Countries; Program Improvement; *School Holding Power; Stopouts; Student Attrition; *Technical Institutes; Two Year Colleges; Vocational Education; Withdrawal (Education)
IDENTIFIERS- *England

This report contains four case studies from further education colleges in England that have been addressing student retention and dropout issues during the last several years. The case studies demonstrate successful student retention strategies in diverse college contexts with different student populations. They cover the following colleges: Knowsley Community College, Long Road Sixth Form College, Walsall College of Arts and Technology, and Isle of Wight College. The report also reviews some research on the relationship between tutorial processes and student completion rates, as well as research into a number of strategies that have been developed, implemented, and

DESCRIPTORS- *Educational Finance; Educational Planning; Federal Aid; *Grants; *Grantsmanship; Higher Education; *Industrial Education; Industry; Private Financial Support; *Program Proposals; *Proposal Writing; Research Opportunities; Technology

With today's high cost of establishing and operating industrial technology programs and shrinking educational funding budgets, external funding agencies are a realistic source of needed income. The prospective grant writer must keep in mind that each source of funding has a need to invest money entrusted to it in ways that reflect the goals of the funding organization. Preliminary research of the targeted funding source is critical to the successful award. A 5-year outline for preparing grant proposals should contain both short- and long-term goals tied to specific timelines. A reasonable long-term goal would be to conduct a research project that would yield information for several follow-up studies. Following establishment of long-term goals, a short-term goal outline would be constructed. In conjunction with these specific annual, monthly, or weekly events and tasks, a timeline should be developed. The process of selecting a topic begins with an idea based on an authentic need or problem to be solved; an outline draft would follow. Once a funding agency has expressed an interest, a letter outlining the detailed needs of the program should follow. Public government grant and research proposals often dictate requirements for lengthy documentation; private grants are typically more concise. Most proposal outlines follow a framework similar to this: summary, information on proposed project, basic information, general information, and financial information. (YLB)

ED 403 455 CE 073 376

Clymer, Ellen Saxe
A Master of Science in Education for Health Professions Educators. A Model.
PUB DATE- 31 Oct 96
NOTE- 17p.; Roundtable Workshop presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; Allied Health Occupations Education; Curriculum Design; *Curriculum Development; Graduate Study; *Health Education; *Health Occupations; Higher Education; Masters Degrees; *Masters Programs; Models; *Professional Education; Teacher Educator Education; Teaching Methods

A project developed a model Master of Science in Education curriculum for health professionals that was based on principles of adult learning. The completed curriculum included course content, instructional alternatives, an implementation plan, and an evaluation plan. The following methods were used: a review of literature on adult education and health occupations education; telephone interviews of hospital staff development personnel and health program instructors; focus groups of health professions educators and current students in health professions education; course offerings and degree requirements; catalogues of graduate education programs; and internal and external experts from regional institutions. Adult learning principles, learning needs, and barriers were identified. Four courses were developed: learning theory, teaching methods, measurement and evaluation, and research methods. The proposed degree requirements were 30-48 semester

1996 conference of the Academy of Human Resource Development (AHRD). "Rethinking the Ties that Bind: An Exploratory Study of Employee Development in Utilities in Canada and the United States" (Michael Aherne, David Barron) reports results of interviews with employee development specialists that point toward the limiting effect on HRD practice of beliefs in behaviorism and the administrative nature of HRD. "A Study of the Need for Literacy Skills Improvement in a High Technology Company" (Rosemarie J. Park) reports on a 3-year project to upgrade employees' basic skills that found workers needed more help in mathematics than in reading, but basic skills deficiencies were less than those in the population as a whole. "Essential Elements of Work: A Factor Analysis of the Occupational Work Ethic" (Gregory C. Petty, Roger B. Hill) identifies four factors that can be used in training programs for instruction in work ethic components: working well with others, striving for advancement/success, being dependable, and unconditional acceptance of duty. "Towards an Ecology of Soul in Work: Implications for HRD" (John M. Dirkx, Terri A. Deems) explores implications for HRD practitioners of an ecology of soul in work that involves understanding the deep and holistic relationship between the worker and the work environment. Papers contain references. (YLB)

ED 403 474 CE 073 493

Career Development.
PUB DATE- 96
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Change; *Career Development; Career Education; *Entry Workers; Goal Orientation; Interprofessional Relationship; Labor Force Development; Labor Turnover; Managerial Occupations; *Mentors; *Occupational Aspiration; Portfolios (Background Materials); Socialization; *Women Administrators

This document consists of four papers presented during a symposium on career development moderated by David Bjorkquist at the 1996 conference of the Academy of Human Resource Development (AHRD). "A Mentoring Model for Career Development" (Mary Finnegan) describes a study that created a model based on the assumption that mentoring is an essential tool for career development and beneficial to the organization, mentor, and protege. "Enhancing New Employee Development: A Longitudinal Examination of Socialization Processes and Turnover" (Elwood F. Holton, III, and Craig J. Russell) reports results that suggest aspects of newcomer preemployment anticipation, feedback seeking behavior, and adaptation difficulty predict voluntary turnover. "Developing the Portfolio Career" (Mary Mallon) considers a contemporary career transition from a successful position in an organizational hierarchy to the looser and more volatile world of building a career from a variety of working arrangements--a "portfolio career." "A Longitudinal Study of the Career Development and Aspirations of Women Managers in Business Firms (Second Phase)" (Rose Mary Wentling) analyzes interviews with 30 women managers who participated in the first phase 5 years ago. It reports the following findings: the majority had not attained the position to which they ultimately aspired; factors that assisted them in progressing were

(Ronald L. Jacobs) demonstrates that human resource development (HRD) researchers should adopt the partnership research approach (a research approach based on the principles that research problems should emerge from practice) and that each partner should gain something from the study. Laurie J. Bassi's paper "Partnership Research: Challenges and Opportunities" makes the following points regarding partnership research in HRD: research partners' conflicting needs must be carefully balanced against one another; given the difficulties inherent in partnership research, a compelling reason must be identified for doing research in partnership rather than in isolation; and researchers must develop up-front procedures for addressing the difficulties of conducting research in partnership. "University-Industry Partnerships: Meeting the Challenge with a High Tech Partner" (Lynn E. Nimtz, William C. Coscarelli, Daniel Blair) uses the example of the partnership currently existing between Southern Illinois University and Hewlett-Packard to explore the issues involved in university-high-tech industry partnerships. (MN)

ED 403 492 CE 073 511

Evaluation Systems in HRD.
PUB DATE- 96
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; *Evaluation Methods; Institutional Evaluation; *Labor Force Development; Models; *Performance Technology; *Personnel Evaluation; Pilot Projects; *Program Evaluation; *Systems Approach
IDENTIFIERS- External Evaluation; Internal Evaluation; Strategic Knowledge

This document contains three papers presented at a symposium on evaluation systems in human resource development (HRD) moderated by Jerry Gilley at the 1996 conference of the Academy of Human Resource Development. "PLS Performance-Learning-Satisfaction Evaluation System: Sales Communication Case Study" (Richard A. Swanson, Timothy R. McClernon) is a case study that evaluates the workability of the three-domain PLS evaluation model by applying it to a performance improvement intervention focused on sales communication training. John C. Redding's paper, "Assessing Organization, Team, and Individual Learning: The Strategic Learning Assessment Process" describes the development and pilot application of an organizational learning assessment process based on the Strategic Learning Model that Redding and Catalanello proposed in 1994. "The Realities of Communicating and Reporting Practices and Outcomes for Internal and External Evaluators" (Rosalie T. Torres, Hallie Preskill, Mary E. Piontek) reports the results of a study in which 240 of a random sample of 343 American Evaluation Association members responded to a survey designed to identify internal and external evaluators' practices and concerns about communicating and reporting evaluation findings. Papers contain references. (MN)

ED 403 493 CE 073 512

Team Building.

Model; (3) The Synergetic Approach to School Counseling; (4) The Role of Culture; (5) The Inalienability of the School's Role in Culture; (6) School Counseling: Content and Process Concerns; (7) Socioeconomic and Political Issues and Concepts in School Counseling; (8) Psychoeducational Issues and Concerns in School Counseling; (9) School Counselors and Teachers: Synergetic Partnerships in Multicultural Education; (10) Implications for School Counselor Education for the Twenty-First Century; (11) School Counseling: Future Trends and Issues; (12) Selected Case Vignettes for Study. Each chapter concludes with experiential activities that inspire ideas on how to ensure a multicultural environment in schools. Appendices are: (1) Selected Journals Recommended for Multicultural and Cross-Cultural Counselors; (2) Selected Resources; (3) Association for Multicultural Counseling and Development: Multicultural Counseling Competencies; and (4) American School Counselor Association: Ethical Standards for School Counselors. Contains an index. (JBJ)

ED 403 511　　　　CG 027 504

Capuzzi, David
Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crisis Intervention; Health Promotion; High Schools; High School Students; Intermediate Grades; Legal Responsibility; Lesson Plans; Middle Schools; Parent Education; *Prevention; Pupil Personnel Workers; *School Counseling; School Counselors; Secondary Education; *Suicide; Training
IDENTIFIERS- *Adolescent Suicide; Middle School Students

Suicide is the second leading cause of death among adolescents. Between 1981 and 1989, 7% of all those who suicide were children and adolescents aged five to 19 and during that time 16,585 adolescents between the ages of 15 and 19 committed suicide. Written for counselors and middle and high school personnel, this book examines the dynamics of suicide and includes guidelines for early detection of suicidal preoccupation, prevention, and crisis management. Guidelines in this book were developed using the assumptions that personnel working with young people: (1) need information that helps them identify the individuals most at risk for suicide; (2) need to understand the myths and causal factors connected with adolescent suicide; (3) need to be able to recognize the "profile" that identifies individuals most at risk for suicide; and (4) need to be able to use effective techniques to assess and refer suicidal adolescents. Chapters are: (1) Suicide Prevention in the Schools: An Introduction; (2) Suicide Prevention: Getting Started in Your Building or School District; (3) Suicide Prevention: What Faculty and Staff Need to Know; (4) Preparation of Crisis Teams; (5) Individual and Group Counseling Options; (6) Parent Education; (7) Classroom Presentations; and (8) Legal Aspects of Adolescent Suicide Prevention. Most chapters include overhead masters. Contains 118 references. (JBJ)

ED 403 512　　　　CG 027 505

basic tenets of this approach are that HIV affirmative counseling is atheoretical; developmental; sensitive to issues of sexual and affectional orientation as well as of gender, culture, class, and age; and contextual. It focuses on quality not quantity of life, and on healing, not the cure. A large number of issues are examined: deciding to get tested, adjusting to being positive, telling others, sex and sexuality, the workplace, fortifying the spirit, hospitalization, depending on others for care, rational suicide, surviving, and other concerns. The text provides the counselor a blueprint for addressing the issues that arise during the development of the disease. HIV affirmative counseling is about providing clients an experience of respect and validation for their lives. Contains a list of resources for HIV affirmative counselors, 178 references, and an index. (RJM)

ED 403 530 CG 027 538

Strosnider, J. Steve; Grad, John D.
Third-Party Payments. ACA Legal Series, Volume 9.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensation (Remuneration); *Counseling Psychology; Counselors; Fees; *Financial Policy; Financial Problems; Financial Services; *Health Care Costs; *Health Insurance; Health Services; *Insurance; Insurance Companies
IDENTIFIERS- Reimbursement Programs; *Third Party Payments; *Third Party Reimbursements

Professional counselors are often uninformed about insurance matters. This monograph is for counselors who wish to participate in third-party reimbursement activities. The text addresses general issues related to professional counselors and health care reimbursement. It describes major health reimbursement plans such as Blue Cross/Blue Shield, CHAMPUS, and Medicaid/Medicare, as well as self-insured plans and private health insurance companies. Federal regulations, which often supersede state statutes, and such concepts as extraterritoriality and freedom of choice, which vary from state to state, are introduced. Although the book explores specific concerns, such as why professional counselors are sometimes not reimbursed and how to help clients understand the reimbursement process, general concepts related to the legal requirements for health care reimbursement, as well as strategies for maximizing reimbursement, are also discussed. Legal issues are only broadly outlined here and it is suggested that mental-health professionals consult with their attorney over specific concerns. The information is intended as a guideline and as an educational resource. Contains a glossary, a list of frequently asked questions, and 19 references. (RJM)

ED 403 531 CG 027 539

Disney, M. Janelle; Stephens, Anthony M.
Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

is based on a whole-language philosophy. The major emphasis across Canada is on the top-down whole-language approach instead of the bottom-up, phonics, or code-emphasis approach to reading. Although it is widely recognized that whole-language programs contain a number of features that can benefit children in many ways, the accumulated evidence suggests that whole language may not be appropriate for all children and that for some children, it may even lead to serious reading problems. Ministries of education across Canada should provide school districts with a balanced selection of offerings in the language arts curriculum, and school psychologists should encourage teachers, primary consultants, etc. to select beginning reading materials that match children's needs. (Contains 21 references.) (RS)

ED 403 550 CS 012 700

Simner, Marvin L.
Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
PUB DATE- Jun 94
NOTE- 18p.; For a related paper, see CS 012 699.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Foreign Countries; *Instructional Effectiveness; Language Arts; Phonics; Preservice Teacher Education; Primary Education; *Reading Instruction; Teaching Methods; Textbook Selection; *Whole Language Approach
IDENTIFIERS- *Canada; Educational Issues; *Phonemic Awareness

In response to a position paper that called upon the ministry of education in each Canadian province to provide a balanced selection to offerings on the province's authorized list of language arts textbooks, several ministries claimed that a balanced approach to teaching reading was being followed. A letter received from Alberta Education even stated that all of the whole-language programs approved for use in that province included explicit instruction in phonics (particularly the Journeys, Networks, and Impressions programs). Yet many Canadian parents, columnists, and academics believe otherwise, and the Reading and Literacy Institute of Alberta has called for more phonics instruction in the schools. The phonics and phonemic awareness exercises in such programs as the one developed by B. A. Blachman are effective in helping children to become successful readers and should be part of all beginning reading programs. Phonics instruction in the whole language programs provides children with one additional context clue (sound) that they then can employ together with other context clues, while phonics instruction in phonemic awareness programs offers children an important primary strategy for word identification that can be employed by itself. Ministries of education should take the following actions: (1) change curriculum guidelines to include the need for phonemic awareness training; (2) encourage Canadian textbook publishers to supplement their whole-language programs with phonemic awareness training exercises; (3) encourage teacher education institutions to provide prospective teachers with information on phonemic awareness training; and (4) encourage classroom teachers to use phonemic awareness exercises during normal reading instruction. (Contains 61 references.) (RS)

ED 403 551 CS 012 701

children learn through illustrating their texts, and how texts and illustrations "work" together. It shows how preschool and primary students can be taught to create books that fuse their writing and drawing in profound ways. The book offers advice on helping children think about the most effective ways to blend text and pictures; draw the characters and settings for their narratives; and publish their books using simple cutting, folding, and binding techniques. Filled with abundant examples of children's work, as well as with practical suggestions for teaching and evaluation, the book is essential reading for those who want to enrich the way children experience writing and visual communication. An appendix shows basic book forms. Lists of works cited and of children's books cited conclude the book. (NKA)

ED 403 570 CS 215 651

Rogers, Sheri Everts; Danielson, Kathy Everts
Teacher Portfolios: Literacy Artifacts and Themes.
PUB DATE- 96
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Communication Skills; Higher Education; Listening; *Literacy; Portfolio Assessment; *Portfolios (Background Materials); *Preservice Teacher Education; Reading Attitudes; *Reflective Teaching; Self Evaluation (Individuals); Teacher Student Relationship; Writing Attitudes
IDENTIFIERS- *Teacher Portfolios

Suggesting that portfolios can be used much more effectively if teachers have firsthand experience documenting themselves as readers and writers, this book describes the process of keeping a portfolio, discusses how to get started and what artifacts to include, and offers examples as departure points for teachers to begin making sense of their own ideas and experiences. The first chapter discusses getting started with portfolios, and the second chapter presents a tour of the portfolio. Chapters 3 through 11 begin with a brief introduction and then present portfolio artifacts relating to the teachers as a collector, reader, writer, listener, speaker, learner, self-reflective person, community member, and member of a global learning community. Contains a 25-item list of suggested readings and 12 references. (RS)

ED 403 571 CS 215 652

Nahrwold, Cindy; Quaintance, J.
Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Electronic Publishing; Higher Education; *Intellectual Disciplines; Media Research; Printed Materials; Publishing Industry; *Scholarly Journals; *Scholarship

that nonfiction writing instructional strategies may increase students' writing, enthusiasm, and writing quantity. (Contains 28 references and 2 tables of data. Appendixes present daily learning activities using nonfiction texts, writing prompts, and rubrics.) (Author/RS)

ED 403 590 CS 215 714

Bowler, Gail Hellund
Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
PUB DATE- 95
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Expression; *Creative Expression; *Creative Writing; Foreign Countries; Physical Environment; *Professional Development; Writing for Publication
IDENTIFIERS- Artist Residencies; *Artists Colonies; Retreats; *Writers Colonies

This directory serves as a guidebook for selecting the most appropriate destination for a writer or artist who needs time and seclusion to pursue or complete his or her work. The directory contains nearly 200 entries, alphabetically arranged and cross referenced in easy-to-read listings--listings include colonies for playwrights, screenwriters, painters, performance artists, musicians, translators, journalists, storytellers, and poets, among others. Each entry in the directory contains a facility description, who can apply and how to apply, type of award, program history, approximate cost, and fellowship opportunities (fellowships generally require the recipient to interact with staff and students and either to teach or to donate works of art). The how-to-use-this-book section in the directory explains that "residencies" usually have a time limit and are mostly located on the grounds of a foundation, university, museum, or estate, while "retreats" are various commercial or noncommercial enterprises which cater to artists. All the places described in the directory are in the United States or Canada, but a list of foreign writers and artists colonies is attached. Appendixes provide a list of facilities by state, a list of facilities for writers only (including researchers and scholars), facilities for artists only (including performance and stage artists), and a list of facilities for multiple disciplines. (NKA)

ED 403 591 CS 215 715

Fishman, Stephen
The Copyright Handbook: How To Protect and Use Written Works. Third Edition.
PUB DATE- 96
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Copyrights; Electronic Publishing; Fair Use (Copyrights); Legal Problems; *Legal Responsibility; Plagiarism; *Publications; Publishing Industry; Research Utilization; Scholarship; *Writing for Publication
IDENTIFIERS- General Agreement on Tariffs and Trade

a variety of forms. The paper notes that some of the issues addressed by media literacy education are who produces media, how form relates to content, techniques used to deliver the media's message, the codes and conventions used to cue people in to how to respond, and to what extent people can accept media as harmless entertainment and when they must begin to question it as propaganda. The bibliography in the paper presents annotations of books published between 1985 and 1996 and is divided into sections on introductory reading, content reading for media literacy educators, and curriculum builders. A list of 7 additional resources and an appendix describing the Media Action Council's website are attached. (RS)

ED 403 612 CS 509 410

Robinson, Julia
Picture What Women Do: An Inquiry Learning Example.
PUB DATE- Aug 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Communication Skills; *Females; Grade 3; Instructional Effectiveness; Learning Strategies; Oral History; Primary Education; Research Skills; *Student Centered Curriculum; Teacher Developed Materials; Units of Study
IDENTIFIERS- *Collaborative Inquiry; *Womens History

A media specialist and third-grade teachers developed a 2-week student-driven, resource-based inquiry unit that offers students a perspective about women's contributions to society, both historical and current. The unit uses the KWL model (what do you Know, what do you Want to know, and what have you Learned), oral interviews, children's literature (mainly picture books) with strong female characters, CD-ROM technology to develop students' research skills, interviewing and transcription skills, presentation skills, and letter-writing skills. Students were formed into small groups from all the third-grade classrooms in the school to gives students experience in working in unfamiliar teams. Part of the success of the unit was that many women were willing to be interviewed or participate in a panel discussion. The composite knowledge and experiences of these women provided a rich source of primary data. Rich resources were important, but most of the success of the unit resulted from teachers allowing students to construct their own learning. (A 37-item list of human resources, a 22-item list of children's literature, and a 7-item list of other resources are attached. An appendix describes the Media Action Council of Indiana.) (RS)

ED 403 613 CS 509 411

Vigil, Carolynne; Robinson, Julia
The Big Bad Wolf and Stereotype and Bias in the Media.
PUB DATE- Feb 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bias; Class Activities; *Critical Viewing; Elementary Education; Mass Media Use; *Stereotypes; *Television Viewing; Thinking Skills; Units of Study

and decline, only fundamental structural change can bring about lasting improvement in public education. It also argues that deregulation, independently managed schools, and choice should be the cornerstones of a new structure, one that benefits from competition, commitment, and the shared community that only real educational choice can create. A series of steps is outlined for creating a market-driven educational system. Three figures are included. (LMI)

ED 403 633 EA 027 854

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
PUB DATE- Apr 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; *Competition; Elementary Secondary Education; *Equal Education; *Free Enterprise System; Politics of Education; Program Effectiveness; Research Methodology; *Research Problems; *School Choice

In Pioneer Institute's November 1995 "Dialogue," nine school-choice advocates critiqued a draft manuscript of "Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice," edited by Harvard professors Richard Elmore, Gary Orfield, and Bruce Fuller. This publication contains the response of Professor Fuller to the dialogue, along with a reaction by Terry M. Moe, senior fellow at the Hoover Institution, Stanford University. Fuller argues that the Pioneer Institute invited only proponents of choice to join the conversation, that they disregarded the book's empirical findings, and that the programs described in the book were chosen on the basis of empirically sound evaluation. Moe asserts that the Harvard volume is not a true study, that it emphasizes the negative aspects of choice, and that it is biased against school choice. He argues that problems of inequality can be resolved through better program design. Two figures are included. An inset contains the response of Professor Paul Peterson to remarks made by Professor Fuller about Peterson's "Wall Street Journal" piece, in which Peterson praised a San Antonio voucher program. Peterson argues that Fuller's concern for selection effects in San Antonio contrast with his (Fuller's) disregard for selection effects in the Milwaukee program. (LMI)

ED 403 634 EA 028 152

Principles of a Sound State School Finance System.
PUB DATE- Jul 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Categorical Aid; *Educational Equity (Finance); *Educational Finance; Efficiency; Elementary Secondary Education; Equalization Aid; Public Education; Resource Allocation; *State Aid

visions; and chapter 5 explores what superintendents do to counter teachers' skepticism about their intentions and capabilities. The next two chapters deal with the superintendent as a political leader. The sixth chapter discusses the superintendent's relationship with the school board, local government, and teachers' unions; and the seventh chapter examines the political leadership of one superintendent who simultaneously dealt with three political issues. Chapters 8 and 9 consider the managerial leadership of the superintendent. The eighth chapter explores the question of whether managers can be leaders through three case studies. Chapter 9 considers how the new superintendents used organizational structures to advance shared understandings and consonant actions among constituents. The final chapter offers six broad lessons for collaborative leadership and suggestions for preparing superintendents for that challenge. An index and appendix containing methodological notes are included. (Contains 114 references.) (LMI)

ED 403 654   EA 028 204

O'Connell, Brian
Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Fund Raising; *Interprofessional Relationship; *Nonprofit Organizations; *Organizational Effectiveness; Organizational Objectives; *Organizations (Groups); Volunteers

Volunteer work for nonprofit organizations should increase performance and yet be fun for the participants. This book draws on 40 years of experience working with nonprofit organizations. Presented in the form of board minutes, the book offers a humorous look at the board meetings of a fictional nonprofit organization. (LMI)

ED 403 655   EA 028 205

Hesselbein, Frances, Ed.; And Others
The Organization of the Future. The Drucker Foundation Future Series.
PUB DATE- 97
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employer Employee Relationship; Free Enterprise System; *Futures (of Society); Leadership; *Organizational Change; Organizational Climate; *Organizational Development; *Organizational Effectiveness; *Organizational Theories; *Organizations (Groups)

This book contains a collection of articles about the ways in which organizations do the key work of society, the ways in which the work of the organization will change, and the essential role of the organization in public, private, and social arenas. Following the preface and introduction, titled "Toward the New Organization" by Peter F. Drucker, the articles in part 1 include: (1) "Preparing for Organizational Change" (James A. Champy); (2) "How Generational Shifts Will Transform Organizational Life" (Jay A. Conger); (3) "The Soul of the New

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Autism; Cerebral Palsy; Diabetes; Downs Syndrome; *Physical Disabilities; Premature Infants; Preschool Education; Seizures; *Special Health Problems; Spina Bifida; *Symptoms (Individual Disorders)
IDENTIFIERS- Cystic Fibrosis; Florida; Model of Interdisciplinary Training Child Handicap; Muscular Dystrophy; Scoliosis

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this booklet describes some of the more common physical and health impairments that can affect young children. For each disability, the description generally stresses typical characteristics and special requirements. Addresses and telephone numbers of relevant organizations as well as one or more references are also provided for each condition. Conditions described are: cerebral palsy, cystic fibrosis, Down Syndrome, infantile autism, juvenile diabetes mellitus, muscular dystrophy - Duchenne type, prematurity, scoliosis, seizure disorders, and spina bifida. An additional section defines terms used with children having disabilities. Also included are a list of local Florida diagnostic and learning resource system centers, a glossary, and an index. (DB)

ED 403 674 EC 302 312

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 123p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Development; *Cognitive Development; Cognitive Processes; Day Care; Developmental Stages; *Disabilities; Infants; Inservice Education; *Intellectual Development; Learning Activities; Preschool Education; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); provides a user's guide to the series of MITCH modules; and presents specific information for presenting Module 1, which focuses on intellectual development. After the introduction to the MITCH program as a whole, the user's guide gives information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of basic developmental principles, normal intellectual development, and activities that stimulate intellectual growth and development. For each hour, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms, and the handouts.

This manual provides information on and instructions for administering the Work Experience Survey (WES), a 30- to 60-minute structured interview methodology to help individuals with disabilities direct their own accommodation planning. Section 1 describes the WES, which consists of six sections: (1) background information on the respondent, (2) an accessibility checklist, (3) essential job functions checklist, (4) job mastery survey, (5) job satisfaction survey, and (6) accommodation plan. Section 2 reports on a demonstration of the WES with employees with multiple sclerosis, resulting in identification of job barriers, barrier removal, and increased job mastery and satisfaction. Section 3 discusses reasonable accommodation strategies and resources based on requirements of the Americans with Disabilities Act such as the restructuring of existing facilities, modification of work schedules, modification of equipment, and flexible personal leave policies. Sources of information are cited. Section 4 is on requesting reasonable accommodations, which is viewed as an employee-initiated collaborative process. Guidelines cover identifying career adjustment barriers, initiating requests for accommodation reviews, implementing reasonable accommodations with the cooperation of the employer, and administrative and legal resources. Appended are the WES survey form, case studies, and a list of resources. (Contains 28 references.) (DB)

ED 403 692 EC 305 131

Hope, Robert C.; Rice, B. Douglas
Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; *Career Development; *Disabilities; Employment Level; Employment Patterns; *Job Placement; *Labor Turnover; Professional Development; *Program Development; Rehabilitation Counseling; Rehabilitation Programs; Training Methods; Trend Analysis; *Vocational Rehabilitation

This document identifies program planning, development, and evaluation issues related to delivering vocational rehabilitation services designed to promote job retention and career advancement for individuals with disabilities. The seven chapters cover the following topics: (1) implications of major work trends for job placement, retention, and advancement; (2) career counseling and theories of work that contribute to client preparation for obtaining, retaining, and advancing in employment; (3) comprehensive assessment activities that can provide a base for case services directed toward employment offering security and chances for advancement; (4) new concepts that impact employment, job retention, and career advancement; (5) training for rehabilitation personnel to develop the knowledge and skills required to assist persons with disabilities in obtaining, maintaining, and advancing in employment; (6) best practice programs which address job retention and career advancement; and (7) challenges to rehabilitation programs, focusing on changes which administrators, employers, and clients need to make in order with the crises of disruption, disaster, and death. The importance of collaborative networks between school and community agencies in addressing crises is stressed throughout the book. Chapter 1 notes the relationship between crises and special education and the need to utilize a variety of intervention models. Chapter 2 focuses on disruption, both violent and nonviolent. It considers the impact of disruption on students with exceptionalities and some specific intervention strategies. Chapter 3 explores the impact of disaster on students with exceptionalities and intervention techniques. Particular attention is given to post-traumatic stress disorder. Chapter 4, which addresses death-related crises, presents a developmental understanding of death and discusses age-specific reactions to death, the impact of death-related crises on students with exceptionalities, and intervention strategies. The final chapter is on the preparation of general and special educators for crises. Each chapter includes a section addressing the needs of learners with exceptionalities and a list of discussion questions intended to help practitioners apply, analyze, synthesize, and evaluate the ideas in the text. (Contains approximately 100 references.) (DB)

ED 403 710 EC 305 275

LaPlante, Mitchell P.
Health Conditions and Impairments Causing Disability. Disability Statistics Abstract, Number 16.
PUB DATE- Sep 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Disabilities; *Incidence; Injuries; National Surveys
IDENTIFIERS- *National Health Interview Survey

This statistical digest presents data on the prevalence of disabling conditions among the civilian noninstitutionalized population of the United States. Data were obtained from the National Health Interview Survey, consisting of 49,401 household interviews with 128,412 people in 1992. Disability is defined as a limitation in social or other activity that is caused by a chronic mental or physical disorder, injury, or impairment. The digest concludes that approximately 38 million Americans report a total of 61 million disabling conditions. It notes that heart disease and back problems are the two most common causes of disability and that injuries cause 13.4 percent of all disabling conditions. The text reports on the classification method used, which distinguishes among impairments, disorders, and injuries. Table 1 lists conditions causing disability by the broad categories of the International Classification of Diseases. Table 2 lists the most common health conditions and impairments that cause activity limitation. (DB)

ED 403 711 EC 305 276

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 20 Nov 96
NOTE- 94p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Child Development; Clinical Diagnosis; Cognitive Development; *Diagnostic Tests; *Disabilities; *Disability Identification; Educational Diagnosis; Evaluation Methods; Family Involvement; Individualized Education Programs; Individualized Family Service Plans; Interpersonal Competence; Preschool Children; Preschool Education; Preschool Tests; Psychometrics; Psychomotor Skills; Social Development; Student Educational Objectives; Student Evaluation
IDENTIFIERS- Assessment Evaluation Programming System Inf Child

This first volume of the Assessment, Evaluation and Programming System (AEPS) test and its associated curriculum describes the AEPS measurement components for the developmental range from birth to 3 years. Section I provides a comprehensive description of the AEPS and how its measurement system functions for children and caregivers. Section II presents the actual test items for assessing and evaluating children, with items divided according to their role in fine motor, gross motor, adaptive, cognitive, social-communicative, and pure social domains. Section III describes how to involve families in the assessment and evaluation process as well as specific strategies and forms for facilitating such involvement. Appendix A contains summarized psychometric information on the AEPS. Appendix B contains a series of Individualized Education Plan/Individualized Family Service Plan goals and objectives specifically related to individual items on the AEPS test. Appendix C contains a set of assessment activity plans, followed by samples of key forms in Appendix D. (PB)

ED 403 729 EC 305 350

Cripe, Juliann, Ed.; And Others
AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 484p.; The entire set of 4 volumes is EC 305 349-352.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adaptive Behavior (of Disabled); At Risk Persons; *Cognitive Development; *Disabilities; Early Intervention; Enrichment Activities; Interpersonal Competence; Learning Activities; *Motor Development; Preschool Children; *Preschool Curriculum; Preschool Education; Psychomotor Skills; Skill Development; *Social Development; Teaching Methods
IDENTIFIERS- Assessment Evaluation Programming System Inf Child

This second volume of the Assessment, Evaluation and Programming System (AEPS) test and its associated curriculum describes the AEPS curriculum components for the developmental range from birth to three years. Section I describes the relationship between the AEPS test described in Volume 1 and the corresponding curriculum. Procedures for general use of the regular elementary and early secondary school classroom teachers of reading to both native speakers of French and French immersion students in Canada. An introductory chapter describes the guide's organization, gives background information on its approach to reading instruction, links between the guide and Alberta's provincial curriculum, and discusses characteristics of instruction for francophone and second-language learners. The second chapter outlines in greater detail a group of reading instruction strategies (word identification and recognition, word group identification, identification of sentence links, inference, summarizing, using the text structure, pre-reading, and planning and managing reading). Chapter 3 presents a range of techniques, formal and informal, for evaluating reading. The fourth chapter contains sample descriptive profiles of six students, three francophone and three French immersion students. Substantial appended materials include two sets of materials, one for francophone instruction and one for immersion instruction, and a glossary. The materials include 27 reading texts, in both complete and cloze versions, a correction guide and rating scale, and comprehension questions. (MSE)

ED 403 748 FL 024 367

Dolbec, Jean, Ed.; Ouellet, Marise, Ed.
Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- African Languages; Arabic; Bulgarian; Consonants; French; Interpersonal Communication; Language Patterns; Language Research; *Language Rhythm; Linguistic Borrowing; *Linguistic Theory; *Phonetics; *Phonology; Reading; Sound Spectrographs; *Suprasegmentals; Syntax; Uncommonly Taught Languages; Vowels
IDENTIFIERS- *French (Canadian); *Kinyarwanda

The collection of essays on phonetics and phonology, entirely in French, includes: "Le calcul de la frequence intrinseque. Necessite du rapport a une ligne de reference" (calculation of intrinsic frequency; necessity of a line of reference) (Conrad Ouellon); "Caracteristiques microprosodiques de duree et d'intensite en lecture et en conversation semi-dirigee" (microprosodic characteristics of length and intensity in reading and semi-directed conversation) (Jean Dolbec, Susan Rogers); "La duree des consonnes geminees a l'interieur du mot en bulgare" (the duration of geminated consonants within the word in Bulgarian) (Blagovesta Maneva, Daniele Archambault); "L'allongement pretonique: Un phenomene opportuniste" (pretonic lengthening: an opportunistic phenomenon?) (Marise Ouellet, Linda Thibault); "Adaptation des consonnes non syllabables dans les emprunts francais en kinyarwanda" (adaptation of non-syllabifiable consonants in French loans to Kinyarwanda) (Yvan Rose); "L'incidence des consonnes d'arriere sur la composante spectrale des voyelles longues en arabe litteral" (the incidence of pre-vocalic consonant on the spectrographs of long vowels in Arabic) (Ahmed Alioua); "Etude comparee des voyelles parlees et des voyelles chantees /i/, /a/, et /u/ en francais" (comparative study of spoken and sung vowels /i/, /a/, and /u/ in French) (Helene Tetreault); "Pour une analyse acoustique de l'etonnement dans le discours oral spontane" (acoustic analysis of surprise in spontaneous oral

DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Comparative Analysis; *Cultural Context; Curriculum Design; *Educational Environment; Educational Needs; *Ethnicity; Foreign Countries; Program Evaluation; Sociolinguistics; Student Evaluation; Teacher Education

The summary of a conference on the role of cultural context in bilingual education includes: brief overviews in French, German, Italian, and English; an introductory essay on the conference topic (Jacques-Andre Tschoumy); a foreword in German; background information on the sponsoring organization (Institut Romand de Recherches et Documentation Pedagogiques) and the series of conferences on bilingual education (Claudine Brohy, Jean-Francois de Pietro); summaries of four discussion groups (sociolinguistic context and bilingual program design; forms of bilingual education; bilingual teacher education; evaluation of and within bilingual education); a closing statement in German (Ursina Fried-Turnes); and appended materials concerning the conference structure and participants, and two bibliographies--one about bilingual programs in specific geographic areas and the other, a general bibliography concerning bilingual education. Contains 77 references in all. (MSE)

ED 403 769 FL 024 393

Proud of Two Languages. Videotape.
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Bilingualism; Elementary Secondary Education; English; Foreign Countries; *French; *Language Attitudes; *Language Maintenance; Language Role; Language Usage; Personal Narratives; Second Language Learning; *Second Languages
IDENTIFIERS- *Canada; *French Language Schools

This videotape showcases how seven young Canadians, all of varied backgrounds and experiences, learned French as a second language and how they use and maintain those language skills in their work, daily life, and further education. All of the subjects learned French in immersion, core French, and two-way bilingual education programs in Canada. They include a high school student, two ballet dancers, a college student majoring in psychology and taking a majority of credits in French, an international aid worker, a telephone company customer service representative, and a museum professional. (MSE)

ED 403 770 FL 024 394

Lessard-Clouston, Michael
Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
PUB DATE- Aug 96
NOTE- 30p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (11th, Jyvaskyla, Finland, August 4-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Chinese; Comparative Analysis; *English (Second Language); *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Intellectual Disciplines; *Theological Education;

Racial Bias; Regional Attitudes; Regression (Statistics); Statistical Analysis; Universities
IDENTIFIERS- *ASHE Annual Meeting; *Diversity (Faculty)

This paper studied the relationship between faculty diversity and educational quality, academic integrity, and institutional effectiveness. The study sought to determine if there were significant differences among educational leaders on whether regional accreditation should be used to promote faculty diversity, and what variables accounted for any significant differences that existed. The study used a survey questionnaire mailed to the chief academic officers of 346 four-year colleges and institutions in the Southern accrediting region; 160 responses were received. Eight variables were tested: race, sex, years in academia as an administrator, years as faculty, level of familiarity with accreditation, level of interest in accreditation literature, racial predominance of student body, and private-public institution type. The study found that race of respondent was the most significant factor in whether higher educational leaders believed that regional accreditation should be used to promote faculty diversity. Three tables summarize chi-square data: the first is a cross-tabulation testing the null hypothesis; the second tests the hypothesis against the variable race; the third is a test of the variable racial predominance of student body. (Contains 139 references.) (CH)

ED 403 790 HE 029 788

Honeyman, David S., Ed.; And Others
A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
PUB DATE- 96
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; College Administration; College Faculty; *Community Colleges; Educational Economics; Educational Finance; *Educational Planning; Educational Quality; Financial Audits; *Financial Support; Futures (of Society); Government Role; Higher Education; Investment; *Public Education; *Resource Allocation; Retirement Benefits; *State Aid
IDENTIFIERS- Lottery

This book examines the issues surrounding the funding of higher education. The book is divided into 10 chapters: (1) "The Financing of Higher Education" (David S. Honeyman and Megan Bruhn); (2) "The Value of Investments in Higher Education: Capturing the Full Returns" (Terry S. Geske); (3) "State Funding Formulas: Promise Fulfilled?" (Mary P. McKeown); (4) "Accountability and Quality Evaluation in Higher Education" (John V. Lombardi and Elizabeth D. Capaldi); (5) "Benefit and Retirement Issues in Higher Education" (Jay L. Chronister); (6) "Responsibility-Centered Management: An Approach to Decentralized Financial Operations" (Edward L. Whalen); (7) "Funding Public Education With a State Lottery: Is Education the Winner?" (Susan Robinson Summers); (8) "Funding for Community Colleges: Changing Patterns of Support" (Dale F. Campbell et al.); (9) "Funding the Multipurpose Community College in an Era of Consolidation" (James C. Palmer); and (10) "Competition for Limited Resources: Realities, Prospects, and Strategies" (Richard L. Alfred). (Individual chapters contain references.) (MAH) and objectives. These form the foundation for assessment but they are also fundamental tools for enhancing institutional effectiveness in general. This handbook was prepared specifically to assist New Jersey faculty members, planners, administrators, and others working with mission statements, goals, and objectives. The handbook is a collection of practical ideas and it attempts to synthesize ideas gleaned from the literature and from the experiences of various institutions. The handbook begins with an introduction to the concepts of organizational planning and assessment. Chapters address the following topics: organizational context, planning, assessment and evaluation, mission statements, understanding goals and objectives, developing and reviewing goals and objectives, writing goals and objectives, linking goals and objectives to assessment and evaluation, and lists of additional resources. Contains 17 resource appendices that are a collection of conceptual tools, with mission statements, goals, and other materials from seven different American colleges and universities. Other appendices provide sample classification systems for outcomes and goal inventories. (Contains 145 references.) (Author/JLS)

ED 403 810 HE 029 855

Travis, Jon E.
Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; For the full report, see HE 029 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Style; *College Faculty; *College Instruction; *Faculty Development; Feedback; Higher Education; *Instructional Improvement; Reflective Teaching; Teacher Improvement; Teaching Methods; *Teaching Models
IDENTIFIERS- ERIC Digests

Based on a longer report with the same title, this digest summarizes what college faculty can do to improve their teaching. It maintains that faculty need to stop viewing college teaching as "covering the content" and start viewing it as "helping students learn." To help faculty achieve such an instructional transformation, numerous faculty development programs and professionals promote the development of expertise in teaching. Six categories of teaching models are highlighted: assessment and feedback, discussion and sharing, dissemination, clinical development, teaching and learning, and instructional planning. The models include Classroom Assessment, the Great Teachers Seminar, the Integration of Teaching and Learning Styles, the Instructional Skills Workshop, Adaptive Control of Thought, Multiple Intelligences and Teaching, Instructional Event Design, and the Five-Step Process for Improving Teaching. These and other models similarly designed to enhance learning offer specific procedures that can be implemented easily, without formal training. (MDM)

ED 403 811 HE 029 856

This compendium of data tables summarizes state enrollment data for six public universities in South Dakota -- Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and the University of South Dakota -- and 12 private institutions: Augustana College, Baptist Seminary, Dakota Wesleyan University, Huron University, Kilian Community College, Mount Marty College, National College, Oglala Lakota College, Presentation College, Sinte Gleska University, University of Sioux Falls, and Sisseton-Wahpeton College. Following some brief historical notes, a glossary, and two charts depicting Spring 1996 statewide enrollment and public university historical Spring enrollment, the 99 data tables are grouped in three sections: (1) State supported public university enrollment and private institution enrollment; (2) self-support public university enrollment; and (3) unduplicated total public university enrollment, which is defined as total enrollment comprising both state support and self-support students. In each of the three sections tables cover: spring semester comparison summaries; degree-credit, special/terminal, graduate, and first professional headcount enrollments; full-time equivalent enrollment; resident and nonresident enrollments for degree-credit, special/terminal, graduate, and first professional students; distribution by undergraduate degree; new registrant headcount and full-time equivalent enrollment; student age distribution; post-secondary technical enrollment; and student ethnic origin. (CH)

ED 403 831 HE 029 876

Condition of Higher Education in New Mexico, 1995.
PUB DATE- Jan 96
NOTE- 57p.; For the 1994 report, see ED 385 330.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; College Attendance; Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Rate; Expenditures; Financial Support; Full Time Equivalency; Governance; *Higher Education; Income; Institutional Mission; Place of Residence; *School Demography; *School Statistics; State Aid; State Colleges; *Student Financial Aid; Tuition
IDENTIFIERS- *New Mexico

This annual report provides information about New Mexico's colleges and universities and the students attending these institutions, including demographic data on enrolled students; student financial aid funding levels and awards granted; student tuition and fees across the state; current and historical financing data; and special program information. Following a brief overview, including a list of the institutions in the state, are two data sections, each preceded by a short text summary. In the first are: historical enrollment data; headcount by residency; ethnicity and gender data for certificate and degree recipients; degrees awarded by field; program completion and transfer rates; tuition and fee data; and student financial aid data. Tables in the financing section cover: state appropriations; general expenditures and revenues; research expenditures; compensation; and capital expenditures. Following the data sections is information on the mission of the Commission on Higher Education, standing committees, and organizational structure. Another section lists various activities of the Commission, some of which are: adult

Program Development; *Training Methods; *Workplace Literacy

This booklet, which is designed as a how-to guide for training and development professionals, contains guidelines for developing and implementing work force education programs that include education, skills and training components. The rationale for work force education is presented. The general characteristics and limitations of existing programs are examined. Discussed in a section on corporate literacy programs are book and paper/pencil programs and common problems in corporate programs. Case studies of existing work force education programs for managers/professionals and production, technical, service, and office support employees at U.S. companies are presented. Presented next are some general training concepts that emerge from the case studies in relation to the following topics: time, application of new learning to existing knowledge, continuous feedback and assessment, metacognition (learning how to learn), and motivation. General guidelines for developing computer-based work force education programs are presented along with an index of workplace and adult basic skills software. Lists of 37 software publisher/distributors and 18 recommended articles/books are provided. Concluding the booklet is a list of eight best training practices. (MN)

ED 403 380 CE 065 532

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
PUB DATE- 94
NOTE- 82p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; Cable Television; Developed Nations; *English (Second Language); Foreign Countries; Homeless People; *Literacy Education; Numeracy; Open Education; Parent Teacher Cooperation; Second Language Instruction; Second Language Learning; Volunteers; *Workplace Literacy
IDENTIFIERS- Great Britain

This document consists of four issues of this serial issued during 1993. They contain articles of interest to those teaching, funding, and organizing programs in adult literacy, second language, and baskc skills. Issue number 48 consists of these six articles: "So You Thought You Had Funding for ESOL English for Speakers of Other Languages ?"; "Intergenerational Work in Cheshire: The Warrington Family Centres ALBSU Local Development Project" (Tranter, Roberts); "Developing English Language Learning through Cable Television" (Simpson); "Making Room for the Student: The Role of the Volunteer" (Davies); "The Practicalities of Open Learning in Rural Teesdale" (Lee, Harker); and "Working with Numbers" (Newton). Issue number 49 contains six articles: "Surveying Basic Skills"; "'We're Here to Make Cars...'" (Dodd); "The Mentor Project: A Save the Children Fund Project at the Patmore Centre in Battersea" (Fajerman); "PATTER: Parents and Teachers Together as an Educational Resource" (Butt); "Land Based Numeracy and Literacy Provision" (Scruby); and "Reaching New Audiences" (Mearing). The seven articles in issue number 50 are as follows: "Basic Skills for the 21st Century"; "Personal Dictionaries: Always Recommended, Ever Effective?" (Weaver, Mayhew-Smith); "Basic Skills at Work: What Happens When the Funding Ends?" (Corrigan, Kelly); "Looking Forward with Young Parents in South Glamorgan" ticketing agent, supermarket checker, telemarketer, salesperson, master cake decorator, cook, bartender, catering coordinator, hotel management trainee, front desk clerk, housekeeping supervisor, clerical office worker, administrative assistant, plumber, mechanic, machinist, millwright, firefighter, bookbinder, sign painter, warehouse worker/driver, inventory controller, electronics assembler, computer technician, paint process technician, internal union organizer, animal care worker, mail room worker, TV/radio advertising sales, drug and alcohol counselor, living skills instructor, nutritional consultant, cosmetologist, and esthetician. A "resume clinic" presents tough problems and creative solutions. Concluding the book are an index, directory of contributing resume writers, and information on related products/services. (MN)

ED 403 399 CE 073 220

Owens, Thomas R.
Washington School-to-Work Evaluation. Volume I. Interim Report.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 15 Jan 95
NOTE- 28p.; For volumes II-III, see CE 073 221-222.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Career Development; *Career Education; Cooperative Programs; Educational Practices; *Education Work Relationship; Integrated Curriculum; *Outcomes of Education; Partnerships in Education; *Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Washington

An evaluation study is being conducted to determine the impact of the Washington state legislature's 3-year investment of $2.55 million to enable schools to plan and implement a school-to-work transition program (STW). The key components of the evaluation consist of a written survey of the 33 STW coordinators in the state and case study site visits to 10 communities throughout the state that are engaged in STW. Survey results indicate the following: (1) a total of 45,718 junior and senior high school students are involved in STW activities as a result of state funding, the largest number of students involved in career exploration and in listening to guest speakers; (2) progress is being made in implementing the six core elements of STW as a result of state funding; (3) business and industry are active partners and are involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes; (4) STW funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of the projects; and (5) the findings from this survey provide a baseline for measuring growth in future years. (A list of evaluation advisory team members and the survey instrument are appended.) (KC)

ED 403 400 CE 073 221

Owens, Thomas R.
Washington School-to-Work Evaluation. Volume II: Case Study Report.

ED 403 418 CE 073 266

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
PUB DATE- 30 Jun 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Information Systems; *Information Dissemination; *Information Networks; National Programs; *Occupational Information; *Program Implementation
IDENTIFIERS- Career Centers; *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

This report summarizes major initiatives, activities, and accomplishments of the National Occupational Information Coordinating Committee (NOICC) and its network of state occupational information coordinating committees (SOICCs) during their 1994 and 1995 program years. The first part of the report contains the following: an overview of the mission of the NOICC/SOICC network, the network's impact on work force development and career preparation, integration of NOICC/SOICC resources into nearly 700 one-stop career centers nationwide, and NOICC/SOICC efforts to provide the information resources, technical assistance, and training required to create a system for preparing students and adults to make informed choices about education/training and jobs/careers. The next section examines NOICC/SOICC activities in the following areas: occupational/labor market/career information, career development initiatives, and communication/coordination, including activities related to the Micro-Occupational Information System, Occupational and Labor Market Information Database, one-stop career centers, and NOICC Crosswalk and Data Center. Described next are SOICC activities/programs in 54 states and U.S. territories. Concluding the report is information on the following: NOICC funding sources; expenditures on state and federal activities and network support; and NOICC grants for state activities in 1994-95. Appended are lists of the following: NOICC conferences and training programs; NOICC publications, reports, and products; and SOICC addresses and contact persons. (MN)

ED 403 419 CE 073 267

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
PUB DATE- Dec 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; *Educational Finance; Educational Legislation; *Employer Employee Relationship; Federal Legislation; *Fringe Benefits; Postsecondary Education; *Taxes; *Training Allowances; Tuition Grants

The General Accounting Office examined employer-provided educational assistance. The study focused on educational assistance provided under section 127 of the Internal Revenue Code (which allows employees to exclude employer-provided educational assistance from their gross income), characteristics of employers providing educational assistance evaluated by North American community colleges. Five conclusions are drawn: (1) although research played a significant role both in mobilizing effort and in creating strategy, data for recording the reasons for student withdrawal seem to have had little influence on action; (2) the case studies support the view that what works is unique to each college; (3) many of the usual change agent theories are working--that action is preferable to endless search for perfect information and that senior managers need to be involved in the process; (4) successful retention strategies all embody elements of college transformation; and (5) student retention issues may form a new literature of college improvement. Contains nine references. (KC)

ED 403 437 CE 073 305

Hadjivassiliou, Kari
Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Economic Climate; Educational Needs; Education Work Relationship; Employment Level; *Employment Opportunities; *Employment Patterns; Employment Practices; *Employment Qualifications; Food Service; Foreign Countries; *Hospitality Occupations; Income; Job Training; Labor Needs; Labor Supply; Labor Turnover; Outcomes of Education; Salary Wage Differentials; Vocational Education
IDENTIFIERS- *Catering; National Vocational Qualifications (England); *United Kingdom

According to reliable statistical information from a wide variety of sources, the hospitality industry in the United Kingdom is a significant growth industry that employed more than 2 million people (7% of the country's work force) in 1994. Of those individuals, 685,000 were employed in catering services sectors (with hospitals, retirement/nursing homes, and other medical centers providing 44% of those catering jobs). In 1991, the hospitality industry was represented by employees in 264,500 establishments in the commercial sectors (87% of which were small establishments with staffs of 10 or fewer individuals). In 1987-1995, the hospitality industry registered higher numbers of unfilled vacancies than other industries, and, in 1994, 28% of employers in the hospitality industry experienced recruitment difficulties. Of hospitality employees seeking alternative employment in spring 1994, the highest percentages were waiting/bar staff, kitchen porters, catering assistants, and chefs/cooks. Levels of hospitality industry-provided training increased slightly from 1992 to 1994. Of hospitality employers with more than 25 employees, 64% had a training plan and 43% had a training budget (the corresponding percentages for all industry were 64% and 55%). Hospitality industry employees were less qualified and significantly less well paid than the national work force overall. (Contains 99 tables/figures.) (MN)

ED 403 438 CE 073 306

Magney, John R.
Using Cooperative Learning in the Technical Classroom.
PUB DATE- 7 Dec 96

or 40-72 quarter units. The model for the project expanded Davis' (1993) model into eight components: student, learning preferences, content, teacher, teaching styles, environment, outcomes, and assessment. Students would be provided theory and opportunities to develop skill in both areas of assessment in health professions education: classroom performance and clinical competence. (An attachment of the developed curriculum includes educational philosophy, educational outcomes, and curriculum design.) (YLB)

ED 403 456   CE 073 378

Paydon, Bob
Education for the Future: New Counseling Paradigms for Adult Education.
PUB DATE- Oct 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Counseling; Adult Education; *Adult Educators; *Career Counseling; *Educational Counseling; Teacher Response; Teacher Responsibility; *Teacher Role; Teaching Methods

The lines separating the components of educational, personal, and career counseling may be becoming less distinct. A shift to a new paradigm of holistic adult learner counseling by adult educators is evolving, with several major implications for the adult educator. Whether in a classroom setting or during one-on-one sessions with students, the adult educator counsels, facilitates, mentors, and advises within a wide context of individuals and situations. When approached for individual counsel, the educator may be exposed by the student to a broad range of issues, including dispositional barriers that address attitude and self-perception. These engagements suggest that many counseling attributes associated with problem identification are or should be used by the educator throughout the learning process. Adult educators must recognize and review the consequences associated with a shift from educator and course broker to a broader, more holistic counseling perspective. Implications for adult educators are as follows: adult educators will need an indepth understanding of and ability to synthesize implications of adult development theory when counseling adult students; adult educators should have a sound philosophical base of counseling theory and practice; adoption of a holistic paradigm of counseling may challenge other counseling professions; and adult educators must be sensitive to differences in advice-giving and counseling. (Contains 12 references.) (YLB)

ED 403 457   CE 073 379

Graff, Harvey J.
Conflicting Paths: Growing Up in America.
PUB DATE- 95
NOTE- 426p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Biographies; Career Choice; Career Education; *Child Development; *Child Labor; Child

demonstrated competency, good interpersonal skills, perseverance, and company support; and barriers were being a woman, lack of opportunity, family obligations, and lack of boss's support. Papers contain references. (YLB)

ED 403 475 CE 073 494

Change Process in Organizations.
PUB DATE- 96
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Change Strategies; Employment Opportunities; *Labor Force Development; Labor Needs; Labor Supply; Models; Organization; *Organizational Change; *Organizational Climate; *Organizational Communication; Organizational Development; Organizational Objectives; *Telecommunications

This document consists of four papers presented during a symposium on the change process in organizations moderated by John Redding at the 1996 conference of the Academy of Human Resource Development (AHRD). "Corporate Culture: Friend or Foe of Change?" (Joanne Burgess) reports a study of the characteristics of corporate culture that facilitate and hinder change which found managers believed communication was the most important facilitator, whereas lack of open communication and employee commitment doomed it. "The Use of Staged Events to Mobilize Change--as Seen from the Participants' Viewpoint" (Michael Cope) attempts to identify significant factors for the participants and to apply this knowledge to improve the application of such events. A model describes significant issues for the study group. "Systematic Agreement: A Theory of Organizational Alignment" (Steven W. Semler) offers a theory that addresses some missing areas in the theoretical foundations of HRD, such as why alignment works, how it can be measured, and how it can be created or improved, and offers the possibility of testing the models of organizational alignment presently in use. "Pennsylvania Telecommunication Infrastructure's Effect on Telecommunications Employment" (Holly L. Tucker) examines the supply and demand of telecommunications workers in Pennsylvania through the year 2000. The occupations specifically considered are those of completers of Pennsylvania's postsecondary vocational-technical education institutions. Papers contain references. (YLB)

ED 403 476 CE 073 495

Instructional Delivery.
PUB DATE- 96
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Adult Education; Adult Educators; Classroom Techniques; *Distance Education; *Job

PUB DATE- 96
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Case Studies; *Employee Attitudes; Empowerment; *Group Dynamics; Incentives; Industrial Training; *Labor Force Development; Manufacturing Industry; Organizational Change; Organizations (Groups); *Performance Technology; *Personnel Management; State Agencies; *Teamwork; Values; Work Attitudes

This document contains four papers presented at a symposium moderated by Allen Church at the 1996 conference of the Academy of Human Resource Development. "Teambuilding Intervention Strategy Development: A Case Study of Two Midwestern Manufacturing Industries" (Paul E. Brauchle, David W. Wright) discusses a qualitative case study of employee empowerment and team building success in two midwestern industries that used different methods of intervention strategy deployment. "Installing, Training, and Rewarding Teams with 'Pay for Knowledge': A Case Study" (Paul Hardt, Johan Haggstrom) presents the results of a study examining the team installation and supervisor training phases of the establishment of a "pay-for-knowledge" incentive system at a midwestern manufacturing facility. Toni Powell's paper "Perceptions of Self-Directed Work Team Members: The Big Picture" discusses the following themes, which were identified during a study of issues facing two self-directed work teams at a midsized manufacturing organization: management support, reward processes, member status, and cohesiveness. "Employee Perceptions of Employee and Organizational Values in a State Department of Corrections" (Jennifer Gail Parsons, William R. Venable, Michael Dee Parsons) discusses the results of in-depth interviews of 19 randomly selected corrections department employees regarding the relationship between personal and organizational values. Papers contain references. (MN)

ED 403 494 CE 073 513

Training Practices.
PUB DATE- 96
NOTE- 31p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Data Collection; Educational Games; Educational Quality; Educational Research; *Industrial Training; Instructional Development; Job Analysis; *Labor Force Development; Literature Reviews; *Management Development; Models; *Needs Assessment; Performance Based Assessment; Performance Technology; Personnel Evaluation; Simulation; State Agencies; Strategic Planning; Systems Approach; Task Analysis; *Training Methods; *Transfer of Training
IDENTIFIERS- Connecticut

This document contains four papers presented at a symposium moderated by Valeria Stokes at the 1996 conference of the

Pedersen, Paul
A Handbook for Developing Multicultural Awareness. Second Edition.
PUB DATE- 94
NOTE- 325p.; For first edition, see ED 323 470.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling; Counselor Client Relationship; Counselors; *Counselor Training; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Minority Groups; *Multicultural Education; Professional Development

Counselors who disregard a client's cultural context are unlikely to interpret a client's behavior accurately. The same behavior across cultures might have a different interpretation, just as different behaviors might have the same interpretation. Therefore, developing multicultural awareness is essential for all counselors to accurately interpret the meaning of cultural similarities and differences. This text provides information on how to improve communication and cultural awareness among culturally different people and expands upon Pedersen's original and widely used Triad Training Model. This three-level developmental model is based on the awareness of culturally learned assumptions, knowledge of accurate multicultural information, and the acquisition of counseling skills needed for action. Chapters are: (1) The Rules of Multiculturalism; (2) Developing Multicultural Awareness, Knowledge, and Skill; (3) Culturally Biases Assumptions and the Alternatives; (4) Asking the Right Questions Is the First State of Awareness; (5) Developing a Cultural Identity; (6) The Patterns of Cultural Systems; (7) Review of the Research on Multicultural Counseling; (8) The Ethical Dilemma of Multicultural Counselors; (9) Multicultural Skill Development; (10) The Triad Training Model; (11) Four Dimensions of Multicultural Skill Training; (12) Developing Multiculturally Skilled Counselors. Contains an index and 435 references. (JBJ)

ED 403 513 CG 027 506

McWhirter, Ellen Hawley
Counseling for Empowerment.
PUB DATE- 94
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *Counseling; *Counseling Techniques; Counseling Theories; Counselors; Decision Making; Disabilities; *Empowerment; Futures (of Society); Homosexuality; *Individual Power; Intermediate Grades; Lesbianism; Minority Groups; Older Adults; Preadolescents; Secondary Education; Self Determination; Self Esteem

Counseling for empowerment is a complex and multifaceted process that requires, for some, a radical departure from the traditional conceptualization of the helper's role. The process

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Law; Clinical Psychology; *Compliance (Legal); Counseling; Counselor Client Relationship; *Counselor Educators; *Counselor Training; *Court Litigation; Ethics; Federal Regulation; *Laws; Legal Problems; *Legal Responsibility; Malpractice
IDENTIFIERS- Clinical Competence; *Counselor Supervisors

In recent decades, mental health professionals have expanded their role in the legal process. This monograph tries to help clinical supervisors avoid legal pitfalls by explaining some of the legal principles involved in their work. Although familiarity with relevant ethical standards is important, a discussion of these standards is presented only to the extent to which they may influence relevant legal standards. The text focuses on the doctrine of vicarious liability, in which supervisors are legally responsible for the actions of their supervisees. Also covered are such issues as competence, due process, dual relationships, and informed consent. Although few mental health care providers have been sued as they carry out their duties as clinical supervisors, anyone may be sued at any time regardless of whether the litigant has a strong case. Many suggestions are made here to aid clinical supervisors in avoiding civil or criminal suits made against them. However, this book is a general summary and it stipulates that the best course of action when legal questions arise is to seek advice from a qualified attorney. Frequently asked questions and a list of suggested readings appear at the end. Two appendices provide ethical guidelines and standards for counseling supervisors. Contains 71 references. (RJM)

ED 403 532 CG 027 540

Anderson, Donald; Swanson, Carl D.
Legal Issues in Licensure. ACA Legal Series, Volume 11.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Clinical Psychology; *Compliance (Legal); Counseling; *Counselor Certification; Counselor Qualifications; Counselor Training; Credentials; *Federal Regulation; Laws; *Legal Responsibility; Malpractice

Counselor credentialing can be confusing to counseling students as well as counseling practitioners. There is as yet no definitive set of national standards applicable within and among states. This monograph aims to clarify the meaning, value, and drawback of various types of credentials, so as to help counselors decide which credentials are desirable and/or legally necessary. The text may also be useful in counselor training program professional identity courses. The credential analyses presented here can help students in deciding upon their career direction and upon the level of training and amount of supervised experience needed to attain their professional goals. The book opens with an examination of professional credentials followed by an overview of educational credentials. Various kinds of credentials, such as national voluntary credentials and state regulatory credentials are

Alvermann, Donna E.; And Others
Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Interpersonal Relationship; *Reading Attitudes; Reading Habits; Reading Research; *Recreational Reading; Secondary Education; Sex Differences; *Social Influences
IDENTIFIERS- Book Clubs; *Discourse Communities

A study explored how adolescents' negotiations and interpretations of out-of-school reading discussions were shaped by larger institutional and societal contexts that regularly influence young people's actions and interactions with peers and adults. Drawing from a theoretical framework that conceives of discourse as social practice, such discourse was located in the interplay among three contexts: the situation-specific (or local context), the institutional context, and the societal context. The 22 adolescent and 2 adult participants met weekly in a library for 15 discussions as part of 4 Read & Talk Clubs. Primary data sources included the adolescents' daily literacy activity logs, field notes, and transcripts of audiotaped interviews with the adolescents and their parents. An adaptation of N. Fairclough's critical discourse analysis was used to relate R&T Club members' socially mediated interactions to the three contexts. Findings show the adolescents read an average of 46 minutes a day, 7 days a week, over a 15-week period. This was voluntary out-of-school reading--that is, reading done in addition to school-related assignments. Evidence from the interviews suggests that R&T Clubs were viewed as social outlets for adolescents who like to read. The gendered discursive practices that were observed were as varied as those known to exist in society at large. (Contains 74 references and a chart listing club members' grade, sex, and ethnicity. Appendixes present a recruitment flyer and a literacy activity log.) (Author/RS)

ED 403 552 CS 214 013

Taylor, Denny
Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Equal Education; Family Environment; Higher Education; Literacy; *North American Culture; Racial Bias; *Social Change; Social Discrimination; Socioeconomic Status; Work Environment
IDENTIFIERS- *Adversary Culture; *Educational Issues

Suggesting that U.S. society is an adversarial one that makes sure that certain groups of people fail, this paper explores the ascription of failure in the adversarial contexts of the family, the school, and the workplace. The paper argues that if

IDENTIFIERS- Bourdieu (Pierre); Online Reading; Theoretical Orientation

A study examined scholarly journals available exclusively online, those available exclusively in traditional paper form, and an emerging category blurring the boundaries between them. The analysis uses Pierre Bourdieu's theory of linguistic habitus, the marketplaces, and symbolic capital to understand the difference(s) between traditional and electronic publishing. According to Bourdieu, certain discourses have more or less value in different marketplaces, and local marketplaces can be in competition with other local marketplaces for value on the larger global market. Examined were "College Composition and Communication" (CCC) representing the traditional field, the online journal "Postmodern Culture" (PMC) representing the new field, and "The PreText Conversation: REINVW" representing the intermediate field. Results indicated that, of the 3, the forum between print-bound and electronic publications is the most challenging to the value system of the global market, the field of large-scale production that is the academy. Findings suggest that, unlike the other two which are very much the same in that the local marketplace of electronic publishing appears to mirror traditional print-bound publishing, the REINVW problematizes, and performs, through its cyclical dialogue, the theories of "writing as process," and social construction of knowledge that inform current pedagogical practices--theories that print-bound documents hide. Findings identify the constraints imposed by the linguistic habitus of traditional paper publishing--constraints on authorship, intellectual property rights, copyrights, topic appropriateness, and tone--that affect the value of electronic publishing on the global disciplinary market. (Contains 12 references.) (Author/CR)

ED 403 572 CS 215 654

McLaughlin, Maureen; Vogt, MaryEllen
Portfolios in Teacher Education.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Course Descriptions; Elementary Secondary Education; Employment Interviews; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; Student Attitudes; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- *Authentic Assessment

Allowing students to both learn about portfolios and experience them firsthand, this book describes teacher education courses where undergraduate and graduate students are evaluated using portfolio assessment techniques--the same methods they will one day use in their own classrooms. The book also explores how portfolio assessment can enable university educators to move from traditional methods of testing to more authentic assessment that reflects each student's real progress. In addition to presenting portfolios as a method to evaluate achievement of learning goals, the book addresses the use of portfolio assessment in other contexts, including admission to universities, admission to teacher education programs, student teaching, job interviews, and inservice teacher evaluations. Chapters in the book are (1) Moving along the Assessment Continuum; (2) Aligning Theory and Practice; (3) Introducing

Based on the premise that anyone who works with words needs to understand copyright law, this handbook provides forms and step-by-step instructions for protecting all types of written expression under United States and international copyright law. The handbook discusses: (1) how to register a written work with the copyright office; (2) what types of works can be protected; (3) when and how to use a copyright notice; (4) copyright protection for works for hire, adaptations, new editions, compilations (databases and catalogs), and electronic mail; (5) rights and duration of ownership; (6) transfer of copyright ownership; (7) what constitutes infringement and how to avoid it; (8) how to recognize a derivative work; (9) fair use: when and how copyrighted material can be used; (10) electronic publishing rights; (11) registration of multimedia works and multimedia rights; and (12) the impact of GATT (General Agreement on Tariffs and Trade) on copyright law. The handbook concludes with lists of background resources and primary source materials on copyrights; a section on how to find a copyright lawyer; and diverse forms for different types of copyright, as well as various blank forms. (NKA)

ED 403 592 CS 215 716

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Test Format; Testing Programs; *Writing Achievement; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *National Assessment of Educational Progress; Writing Contexts

This booklet contains the Writing Framework for the 1998 National Assessment of Educational Progress (NAEP). The Framework describes the basis for the 1998 Writing Assessment, the types of writing assessed, and the methods for scoring student responses. This Framework was developed during 1989-90 in preparation for the 1992 NAEP Writing Assessment. For the 1998 Assessment, the Framework was augmented by a set of Writing Assessment and Exercise Specifications, developed during 1995-96. After an overview and introduction, chapters in the first part of the booklet are (1) Developing the 1998 NAEP Writing Framework; (2) Designing the 1998 NAEP Writing Assessment; and (3) Constructing and Scoring the Assessment. An appendix lists members of the Writing Framework panel. After an introduction and overview of the 1998 NAEP Writing Assessment, sections of the second part of the booklet present assessment specifications (specifications for content, technical concerns, review, administration, and scoring and reporting) and task specifications (format scoring rubric, reader training, and classroom writing component). Appendixes provide preliminary achievement level descriptions for grades 4, 8, and 12; a suggested process for rubric construction and general characteristics of writing by mode; and lists of committee members and project staff. (RS)

ED 403 593 CS 215 717

IDENTIFIERS- Media Literacy; *Wolves

This paper presents a 2-week unit on stereotype and bias in the media (using wolves as an example) to develop children's critical viewing of television and to develop their thinking skills. The paper begins with a description of the daily grammar, weekly spelling, and science activities, and then presents a description of class activities for each of the 10 days of the unit. The paper also provides a 24-item bibliography of wolf books; a 14-item list of children's literature used in the unit; a 33-item list of facts about wolves as seen in videos; 30 wolf questions generated from videos; 12 reflective questions about stereotype and bias; a letter to parents explaining the unit; and a list of 11 resources, including 4 web sites. (RS)

ED 403 614 CS 509 412

The Speech Communication Association: Advancement of the Discipline.
PUB DATE- Dec 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Departments; Educational Trends; Higher Education; *Intellectual Disciplines; Interdisciplinary Approach; Program Effectiveness; *Speech Communication
IDENTIFIERS- *Speech Communication Association

Departments of speech communication need to strengthen their positions within their institutions now in order, not only to survive, but to contribute to the changes in higher education needed for the new millennium. To have the necessary strength, a department must be and be seen as high in quality, central to the mission of its institution, and interdisciplinary but with strong disciplinary anchors. The Speech Communication Association (SCA) must help strengthen departments by: (1) regular training and support of department chairs; (2) maintaining an up-to-date library of materials that can help departments strengthen themselves (e.g., model mission statements, database of the profession, detailed descriptions of exemplar departments in various types of institutions); and (3) publicizing, through the major national media and forums, the important scholarly contributions of the discipline. Departments that have built the strength beforehand should have little difficulty repelling attacks by providing credible evidence of their quality and centrality to their institutions. The SCA can provide some limited help in such situations, especially information on what other departments have done in similar situations and assistance in identifying consultants. (RS)

ED 403 615 CS 509 413

Allensworth, Nicole J.
Social Penetration: A Description, Research, and Evaluation.
PUB DATE- 28 Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information

Funding for public elementary and secondary education is a significant portion of most state budgets, representing on average approximately one-third of general fund appropriations. This booklet provides policymakers with five broad principles for the design of state school funding systems--equity, efficiency, adequacy, accountability, and stability. Appendices contain data on federal, state, and local shares in funding public education for 1993-94 and descriptions and classification of basic school-finance formulas. One figure is included. (LMI)

ED 403 635 EA 028 162

McEwan, Elaine K.
Leading Your Team to Excellence: How To Make Quality Decisions.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agenda Setting; Conflict Resolution; *Cooperative Planning; Creative Thinking; Critical Thinking; Elementary Secondary Education; *Group Dynamics; Group Unity; *Participative Decision Making; *Problem Solving; *School Based Management; Teamwork

Site-based management is a concept whose time has come. This book was designed to introduce the concept of teaming, elaborate the decision-making process, and describe the skills and processes needed for a variety of decision-making situations. Chapter 1 introduces the concept of teaming and discusses the decision-making process in depth. Chapters 2 through 9 describe eight different types of team activities in which groups may engage over the course of their working life together. The second chapter discusses building and sharing values. The third chapter covers team building and offers a variety of activities designed to help a team build trust and teamwork. Activities to develop creativity and new ideas are described in chapter 4. Chapter 5 discusses ways in which groups can share critical information with one another and with the larger audiences they may be representing. Chapters 6 through 9 introduce strategies for problem solving, consensus building, conflict resolution, and goal setting and planning. (Contains 14 figures, an index, various samples of worksheets, and 73 references.) (LMI)

ED 403 636 EA 028 169

Phillips, David; And Others
Education for Reconstruction.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- Jun 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Democracy; Developmental Programs; *Educational Facilities; Elementary Secondary Education; Foreign Countries; Human Resources; Instructional Materials; *International Cooperation; International Organizations; International Programs; Lifelong Learning; *Natural Disasters; *School Personnel; Sustainable Development; *Technical Assistance;

Organization" (Michael Hammer); (4) "The 'Big' Organization of the Future" (Ric Duques and Paul Gaske); (5) "Will the Organization of the Future Make the Mistakes of the Past?" (Jeffrey Pfeffer); (6) "Designing for Implementability" (Orit Gadiesh and Scott Oliver); and (7) "New Competencies for a New World" (Iain Somerville, John Edwin Moroz). The second part, "New Models for Working and Organizing," includes: (8) "The Circular Organization" (Frances Hesselbein); (9) "The Reconfigurable Organization" (Jay R. Galbraith); (10) "The Organization's New Clothes" (Ron Ashkenas); (11) "The Mondragon Model: A New Pathway for the Twenty-First Century" (Joel A. Barker); (12) "The Future Organization: A Chameleon in All Its Glory" (Doug Miller); and (13) "Creating a Leadership Organization with a Learning Mission" (Glenn R. Jones). Part 3, "Organizing for Strategic Advantage," contains the following six articles: (14) "Restoring People to the Heart of the Organization of the Future" (Rosabeth Moss Kanter); (15) "Competitiveness and Civic Character" (Philip Kotler); (16) "The Work of New Age Managers in the Emerging Competitive Landscape" (C.K. Prahalad); (17) "Organizing for Endless Winning" (Martin E. Hanaka and Bill Hawkins); (18) "Creating Sustainable Learning Communities for the Twenty-First Century" (Stephanie Pace Marshall); and (19) "Organizing Around Capabilities" (Dave Ulrich). Part 4, "Working and Organizing in a Wired World," includes: (20) "Human Capital in the Digital Economy" (Anthony F. Smith and Tim Kelly); (21) "Shock Waves from the Communications Revolution" (Edward D. Miller); (22) "Self-Esteem in the Information Age" (Nathaniel Branden); (23) "The Seven R's of Self-Esteem" (Deepak Sethi); and (24) "Future Present" (Frederick G. Harmon). Part 5, "Leading the People in the Organization of the Future," includes: (25) "Passing the Baton: Preparing Tomorrow's Leaders" (James G. Brocksmith, Jr.); (26) "Retaining Your Top Performers" (Marshall Goldsmith); (27) "Situational Leadership in the Multicultural Organization" (Paul Hersey and Dewey E. Johnson); (28) "Emotions, Tempo, and Timing in Managing People" (Pierre J. Everaert); (29) "Leading Across Cultures: Five Vital Capabilities" (John Alexander and Meena S. Wilson); (30) "Cultivating Inner Resources for Leadership" (Diana Chapman Walsh); and (31) "Learning to Lead" (Robert H. Rosen). The sixth part, "New Definitions of Organizational Health," includes: (32) "Employee Work-Life Balance:

ED 403 656 EA 028 206

Carter, Gene R.; Cunningham, William G.
The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Board Administrator Relationship; Elementary Secondary Education; *Leadership; Politics of Education; School Administration; School Districts; Stress Variables; *Superintendents; *Work Environment

The superintendency is often described as an unpleasant, even impossible, job. This book examines the changing conditions that affect the superintendency, presents strategies for easing

Also attached is "Welcome to the World: An Overview of Your Growing Child" an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 675 EC 302 313

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 150p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Speech; Child Caregivers; Child Development; Cognitive Development; *Communication Skills; Day Care; Delayed Speech; Developmental Stages; *Disabilities; Disability Identification; Expressive Language; Infants; Inservice Education; *Language Acquisition; Learning Activities; Preschool Education; Receptive Language; *Speech Skills; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); provides a user's guide to the series; and presents specific information for presenting Module 2, which focuses on speech and language development. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of the normal developmental processes of communication and language development, including speech mechanisms and the ear, ways to foster receptive and expressive language, and how to recognize problems in language development. For each hour of the 3-hour session, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 676 EC 302 314

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 132p.; For related documents, see EC 302 310-325.

for services to become established procedures. Appendices provide a summary of work trends and list apprenticeship regional offices, community college associations with innovative programs, state occupational coordinating organizations, and study group members. (Contains 124 references.) (DB)

ED 403 693 EC 305 132

Weddington, Johnny R.; And Others
American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Alaska Natives; American Indian Culture; *American Indians; Case Studies; Cultural Differences; Cultural Pluralism; Demography; *Disabilities; Evaluation Methods; Federal Legislation; Job Placement; Models; Outreach Programs; Professional Education; Program Development; Rehabilitation Counseling; *Rehabilitation Programs; Self Determination; State Programs; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Case Management

This report examines various vocational rehabilitation models that serve American Indians and Alaska Natives with disabilities, with examples and case studies to demonstrate how the models work in real client-counselor situations. Stressed throughout is the importance of issues of cultural diversity, cultural competency, and self-determination. The report describes programs initiated by state rehabilitation agencies and others developed by tribes but funded by the Rehabilitation Services Administration under Section 130 of the Rehabilitation Act. Individual chapters address the following topics: (1) historical and demographic aspects of American Indian culture; (2) an overview of American Indian vocational rehabilitation projects; (3) case management strategies for American Indians; (4) the impact of culture on assessment; (5) placement strategies and innovative practices; (6) development of working partnerships; (7) networking and outreach; and (8) training implications for administrators, supervisors, educators, and certifying organizations. Appendices list study group members, Section 130 projects, training materials, and resources. (Contains 90 references.) (DB)

ED 403 694 EC 305 207

Warger, Cynthia L.; Rutherford, Robert, Jr.
Social Skills Instruction: A Collaborative Approach.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 280p.; Accompanying videotape not available from EDRS. For a related document, see EC 305 399.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); *Access to Information; *Audiotape Recordings; *Blindness; *Braille; Library Materials; Library Material Selection; *Library Services; Mass Media; Outreach Programs; Participant Satisfaction; *Periodicals; Physical Disabilities; Program Evaluation; Users (Information)
IDENTIFIERS- *National Library Service for the Blind

This final report presents an independent formative and summative evaluation of the National Library Services for the Blind and Physically Handicapped (NLS/BPH) braille and audio magazine program. In this program, 77 magazines are distributed directly to subscribers, with 43 magazines available on audio flexible discs and 34 magazines available in braille. A total of over 2.7 million magazine copies are mailed each year. Study findings include: patrons collectively expressed the most interest in receiving a magazine in the areas of news/current events, mystery and detective fiction, health and nutrition, history, and popular culture; both Braille and audio users expressed satisfaction with the service; there was consistency between the demographic data provided by NLS/BPH and the data collected by the evaluation process; patrons who do not subscribe are either unaware of the program or do not like the flexible disc audio format; and there is widespread support for the program among librarians and patrons throughout the country. Policy recommendations addressed the following areas: magazine selection; processing of magazines published in multiple editions; and regular evaluation of the magazine program. Appendices include patron survey instruments and a librarian survey instrument. (DB)

ED 403 712 EC 305 277

Orgill, Anna A.
Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
PUB DATE- Nov 96
NOTE- 4p.; Paper presented at the Annual Conference of Children and Adults with Attention Deficit Disorders (8th, Chicago, IL, November 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anthropology; *Attention Deficit Disorders; Conceptual Tempo; *Evolution; Foreign Countries; *Genetics; *Incidence; Individual Characteristics; Neuropsychology; *Personality Traits; Risk; Symptoms (Individual Disorders)

This brief paper suggests that Attention Deficit Disorder (ADD) may result from a specific "novelty seeking" gene which has been associated over the history of man's evolution with a biological advantage in situations where energy, risk taking, and creativity are essentials. It reviews research on the genetics of ADD which suggest that novelty seekers have a modified form of the D4DR gene on chromosome 11 which controls the formation of receptors for the neurotransmitter dopamine. Novelty seekers are reported to be generally impulsive, exploratory, quick tempered, and extravagant. Anthropological and sociological studies are reported to show the traditional existence of three types of human societies: hunter/gatherer, curriculum are also described in this section. Section II describes in detail how to administer the curriculum in conjunction with the AEPS test or separately. Section III presents the AEPS curricular activities covering fine motor, gross motor, adaptive, cognitive, social-communicative, and pure social domains. For each item on the AEPS test, an associated set of curricular activities is described including cross-references to the AEPS test, the item's importance to the child's development, procedures for using an activity-based intervention approach, relevant cautions, and teaching suggestions. (PB)

ED 403 730 EC 305 351

Bricker, Diane, Ed.; Pretti-Frontczak, Kristie, Ed.
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 379p.; The entire set of 4 volumes is EC 305 349-352.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *At Risk Persons; *Child Development; Clinical Diagnosis; Cognitive Development; *Diagnostic Tests; *Disabilities; *Disability Identification; Early Childhood Education; Educational Diagnosis; *Evaluation Methods; Family Involvement; Individualized Education Programs; Individualized Family Service Plans; Interpersonal Competence; Preschool Tests; Psychometrics; Psychomotor Skills; Social Development; Student Educational Objectives; Student Evaluation; Young Children
IDENTIFIERS- Assessment Evaluation Programming System Inf Child

This third volume of the Assessment, Evaluation and Programming System for Infants and Children (AEPS) describes AEPS measurement components for children who are at risk or who have disabilities, from 3 to 6 years of age. Section 1 provides a comprehensive description of the AEPS and how its measurement system functions for children and caregivers. Section 2 presents the actual test items for assessing and evaluating children, with items divided according to their role in fine motor, gross motor, adaptive, cognitive, social-communicative, and pure social domains. Section 3 describes how to involve families in the assessment and evaluation process and offers specific strategies and forms for facilitating this involvement. Appendices contain summarized psychometric information on the AEPS, a series of Individualized Education Plan/Individualized Family Service Plan objectives specifically linked to individual AEPS test items, a set of assessment activity plans, and samples of key forms. (PB)

ED 403 731 EC 305 352

Bricker, Diane, Ed.; Waddell, Misti, Ed.
AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96

discourse) (Julie Nicole, Diane Vincent, Marty Laforest); and "Prosodie et syntaxe. Le cas du discours rapporte en francais quebecois oral spontane" (prosody and syntax: the case of reported speech in spontaneous oral Quebec French) (Monique Demers). Individual essays contain references. (MSE)

ED 403 749 FL 024 370

Hughes, Todd F.
Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (14th, Ypsilanti, Michigan, April 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Classroom Techniques; Higher Education; *Language Processing; *Languages for Special Purposes; *Listening Comprehension; Listening Skills; Reading Strategies; Second Language Instruction; *Second Languages; Skill Development; *Spanish; Speech Skills

An approach to teaching top-down comprehension of spoken language in business Spanish instruction is presented. The approach is based on a model of reading comprehension using successful reading strategies that use-top-down processing, and relies on development of learners' understanding of certain important concepts they will encounter in listening to a passage: situational/interpersonal functions; lexical content; focus; coherence; cohesive structure; tense; case number; mood; and aspect. The technique uses videotape recordings, on which a series of exercises are based. The exercises are designed using a five-stage plan for developing reading comprehension. Adapted for listening comprehension the stages are: (1) prediction/previewing; (2) primary processing; (3) chaining and lexicon recovery; (4) gisting, translating, and summarizing; and (5) role-playing, discussion, and debate. The first four stages are receptive, and the fifth is productive. Specific examples of activities are offered, and a sample lesson is appended. Contains six references. (MSE)

ED 403 750 FL 024 372

Laberge, Julie, Ed.; Vezina, Robert, Ed.
Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
PUB DATE- 96
NOTE- 175p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; African Languages; Arabic; Bilingualism; Child Language; Dentistry; Diachronic Linguistics; English; Foreign Countries; French; *Grammar; Intellectual Disciplines; Language Planning; Language Research; Language Role; *Languages; Languages for Special Purposes; Language Usage; Lexicography; *Linguistic Theory; Morphology (Languages); Negative Forms (Language); Phonology; Regional Dialects; Semantics; Sociolinguistics; Spanish; Syntax; Translation; Uncommonly Taught Languages; Verbs; Vocabulary

*Vocabulary Development
IDENTIFIERS- *Canada

A study investigated and compared the acquisition of specialized vocabulary among English-as-a-Second Language (ESL) and native English-speaking (NES) graduate students in theology. Research was undertaken in an anglophone city in central Canada. Subjects were 12 students (5 Chinese ESLs, 7 NESs) enrolled in an introductory core theology course. A list of over 100 specialized theological terms was compiled from previous students' class notes, class handouts, and four texts to be used in the course, and a vocabulary test was developed. The test asked examinees to identify, from a list, terms that were theology-related, and to rate their level of familiarity with a list of terms. Participating students were tested at the beginning and end of the term. Subtest scores for all 12 subjects are charted. Results show that both ESLs and NESs began their study at the institution with considerable breadth of knowledge of specialized theological vocabulary, and that all but one had increased that knowledge. ESLs began study with less breadth and depth than their NES counterparts; the gap in breadth closed by the end of the course, but the discrepancy in vocabulary depth increased. Individual students' progress is discussed. The test is appended. Contains 64 references. (MSE)

ED 403 771 FL 024 395

Obadia, Andre A.
French Immersion in Canada: Frequently Asked Questions (FAQs).
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Curriculum Design; Elementary Secondary Education; *Family Influence; Foreign Countries; *French; *Immersion Programs; *Language Proficiency; Parent Associations; Parent Role; Program Design; Second Language Instruction; *Second Language Programs; Student Characteristics; Transfer Students
IDENTIFIERS- *Canadian Parents for French; *French Language Schools

This brochure, intended for the parents of current and prospective French immersion students, answers commonly-asked questions about immersion education, including who should participate, how good the child's French will be, whether immersion students are likely to lose ground in English or academic subjects, how parents can provide support at home, whether children should ever be transferred out of immersion, availability of resource assistance in immersion programs, and choice of early vs. late immersion program. An order form for other publications by Canadian Parents for French, a national network of volunteers in support of French language learning and use, is included. (Contains 24 references.) (MSE)

ED 403 772 FL 024 398

Lauren, Ulla
Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
PUB DATE- Sep 96
NOTE- 11p.; Paper presented at the Annual European Conference on Immersion Programmes (September 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 403 791 HE 029 796

Walton, Karen Doyle, Ed.
Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Career Development; College Administration; Educational Administration; Foreign Countries; Higher Education; *Individual Development; Leadership; *Leadership Styles; Minority Groups; Organizational Change; Personal Narratives; Power Structure; *Sex Discrimination; *Women Administrators; Women Faculty
IDENTIFIERS- Glass Ceiling

Women describe their personal journeys to top positions of leadership in higher education in the 20 essays collected in this book. Ten American and 10 British college and university heads tell their unique stories about passing through the "glass ceiling" that limits the career leadership opportunities for women in academe. Essays include: "Good Fortune Counts" (Tessa Blackstone); "A British/American Journey" (Paula Pimlott Brownlee); "The Mistress's Story" (Juliet Campbell); "By Thriving and Striving, 'Firsts' Are Secondary" (Carol A. Cartwright); "A View from One Presidential Office" (Martha E. Church); "An Oxford History" (Ruth Deech); "Against the Tide" (Mary Maples Dunn); "Overcoming Racism" (Vera King Farris); "Tough Mind, Warm Heart" (Carol C. Harter); "Nurturing Chance: An Accidental Life" (Bette E. Landman); "From Whitehall to Cherwell" (Elizabeth Llewellyn-Smith); "Two Afternoons on the Job" (Mary Patterson McPherson); "In Retrospect: Dame Rosemary Murray" (Karen Doyle Walton); "Life Is a Team Sport" (Diana Natalicio); "Happy Is My Lot" (Pauline Perry); "Oh, Poor You!" (Gillian L. Slater); "The Nature of Journeying" (Janet Trotter); "A Lifetime of Learning" (Dorothy Wedderburn); "Emphasize the Possible" (Anne Wright); and "The Web of Our Life Is of a Mingled Yarn" (Judith A. Sturnick). (Contains 12 references.) (JLS)

ED 403 792 HE 029 797

Bess, James L., Ed.
Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
PUB DATE- Nov 96
NOTE- 455p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Behavior Modification; Career Choice; Career Development; *College Faculty; Expectation; Higher Education; Leadership; *Motivation; Organizational Climate; Productivity; Quality of Working Life; Sex Differences; Teacher Administrator Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; *Teaching (Occupation); Teaching Methods; Teaching Models; Teamwork; Theories

Travis, Jon E.
Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 143p.; For a digest of this report, see HE 029 855.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Style; *College Faculty; *College Instruction; *Faculty Development; Feedback; Higher Education; *Instructional Improvement; Reflective Teaching; Self Evaluation (Individuals); Teacher Improvement; Teaching Methods; *Teaching Models

This report presents a collection of teaching models to help college faculty improve their teaching. Six categories of teaching models are presented: (1) assessment and feedback models, including the Classroom Assessment model created by Angelo and Cross and already widely used among community college faculty; (2) discussion and sharing models, such as the Great Teachers Seminar, which provide faculty with an event and an environment especially conducive to sharing ideas among colleagues; (3) dissemination models, which dispense an extensive assortment of ideas to large audiences of faculty; (4) clinical development models, such as the Instructional Skills Workshop, which uses a laboratory setting common to teacher preparation programs; (5) teaching and learning models, such as Anderson's Adaptive Control of Thinking model, which describes the learning process and presents specific procedures to facilitate specific learning types; and (6) instructional planning models, such as Gagne's Instructional Event Design, that can help the faculty member through the process of course and lesson planning. Three appendixes provide teaching resource lists and sample questions using classification systems. (Contains approximately 240 references.) (MDM)

ED 403 812 HE 029 857

Losak, John
Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
PUB DATE- Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Colleges; Evaluation Criteria; Evaluation Methods; *Evaluation Problems; Higher Education; *Institutional Evaluation; *School Effectiveness; *Self Evaluation (Groups); *Universities
IDENTIFIERS- *Southern Association of Colleges and Schools

This paper provides advice to college and university administrators on issues and problems associated with the assessment and documentation of institutional effectiveness, in light of the current Southern Association of Colleges and Schools (SACS) criteria for institutional self-evaluation.

basic education, cooperative education, Native American education, oversight and licensure of private proprietary schools. The final sections of the report contain commission resolutions and a list of selected commission reports and publications. (CH)

ED 403 832 HE 029 877

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
PUB DATE- Dec 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Access to Education; College Bound Students; *College Outcomes Assessment; Degrees (Academic); *Demography; Educational Assessment; Educational Finance; Evaluation Criteria; Financial Support; *Higher Education; *Performance Factors; Public Education; School Support
IDENTIFIERS- *California; *Performance Indicators

This report summarizes data from performance indicators used to assess California higher education. A brief overview covers historical development of the indicators and notes some recent developments and future plans. Data tables, accompanying charts, and notes covering each of the 75 performance indicators are organized into five major sections: (1) demographic characteristics of California's population; (2) fiscal support of public postsecondary education and student financial aid, as well as indicators used to assess instructional expenditures; (3) student preparation indicators, including the number and composition of the state's public high school graduates and their academic preparation; (4) student access indicators that measure participation in postsecondary education for first-time freshmen, community college transfer students, and graduate students; and (5) indicators of student experiences and outcomes that report one-, five-, and term-to-term persistence, and the number of degrees awarded. Also included is information on faculty composition. The appendix contains a copy of Assembly Bill No. 1808 of 1991 mandating this annual report. Also appended is a statement of the membership, functions, and operation of the Commission; and a list of other reports published by the Commission. (CH)

ED 403 833 HE 029 878

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
PUB DATE- Mar 95
NOTE- 67p.; For related documents, see ED 367 240-241 and HE 029 879.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Faculty; Degrees (Academic); Educational Finance; *Enrollment; Evaluation Criteria; *Financial Support; Graduates; Higher Education; High Schools; Performance Based Assessment; Population Trends;

(Richardson et al.); "Flexible Learning and Assessment Project" (Meighan, Walsh); "Assessing Reading and Maths in a Cumbrian College" (Webster); and "Workplace Basic Skills Training" (Shovelin). Issue number 51 has five articles: "Basic Skills--A Consistent View of Quality"; "Getting into the Workplace" (Mulford); "They'll Think This Letter Was Written by My Solicitor" (Morgan); "London Connection--Basic Skills Work with Homeless Young People" (Tully); and "When Will It Be My Turn to Speak? Strategies for Developing Oral Skills with Speakers of Other Languages" (Shaller). (YLB)

ED 403 381 CE 066 016

Sweetwater National Workplace Literacy Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Mar 94
NOTE- 77p.; For related documents, see CE 066 017-019.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Vocational Education; Allied Health Occupations Education; *Basic Skills; Behavioral Objectives; Chemistry; Competency Based Education; Cooperative Programs; Corporate Education; Curriculum Development; Distributive Education; *Job Skills; Learning Activities; *Literacy Education; Nurses Aides; Parking Facilities; *Partnerships in Education; Program Development; Program Effectiveness; Safety Education; Service Occupations; Waste Disposal; *Workplace Literacy
IDENTIFIERS- Store Workers

The Sweetwater National Workplace Literacy Project was undertaken to develop the following: (1) industry/company-specific individualized literacy skills training for currently employed adults and (2) individualized, preemployment workplace literacy and job-specific skills training for unemployed or underemployed adults. The following site-specific programs were developed: a 1-week course for individuals wishing to become convenience store clerks; a 12-week (1.5 hours each week) course in general chemistry for waste handlers; a 4-session basic skills workshop for parking lot attendants; and a 120-hour course for certified nurse assistants. A total of 296 currently employed and unemployed/underemployed individuals were served by the programs. Of those individuals, 218 (73%) had positive outcomes. The basic skills for health occupations course is becoming part of the school district's regular adult school program and will continue indefinitely under regular funding. (Appended are foundation skill matrices for the literacy training provided to convenience store clerks and parking lot attendants and course outlines of the workplace literacy courses for convenience store clerks, waste handlers, and certified nurse assistants and other health workers. A copy of the independent project evaluation is attached.) (MN)

ED 403 382 CE 066 017

ACE Parking Workplace Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 84p.; For related documents, see CE 066 016-019.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- May 95
NOTE- 207p.; For volumes I-III, see CE 073 220-222.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Academic Education; Career Development; Case Studies; Counseling Services; Educational Cooperation; Educational Needs; Educational Policy; *Educational Practices; *Education Work Relationship; Financial Support; Integrated Curriculum; Models; Noncollege Bound Students; *Outcomes of Education; Partnerships in Education; Program Development; Program Implementation; Program Improvement; School Business Relationship; School Counseling; Secondary Education; Statewide Planning; Student Evaluation; Teacher Participation; *Vocational Education
IDENTIFIERS- *Washington

School-to-work programs (STW) at 10 sites throughout Washington (Bethel, Camas, Central Valley, Columbia River, Goldendale, Grand Coulee Dam, Issaquah, Metlow Valley, Sumner, and Wenatchee) were examined through the following activities: reviewing background documents, interviewing key educators, observing academic and technical classes, conducting focus groups with 6-9 STW students, and worksite visits. The study was designed to identify the following: STW programs's efforts to meet state-mandated objectives; ways programs are using state funds; promising STW practices; preliminary impacts on students' academic and vocational skills and employability; ways business, industry, and labor are participating in STW; and needed changes in legislation/program policy. Most districts visited were beginning to articulate a vision of STW programming and motivate people (including academic and occupational teachers and community members) to work together to achieve that vision. The following areas were identified as needing improvement: failure to communicate the integrated and systemic nature of STW to all parties; slow pace of tying STW to tech prep and postsecondary options; and inattention to sustaining STW beyond reliance on special state funds. (Appended are the following: lists of program sites, STW coordinators, and study team, and evaluation advisory team members; interview questions; site visit instruction guide; and abstracts summarizing programs at 44 STW sites.) (MN)

ED 403 401 CE 073 222

Owens, Thomas R.
Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 95
NOTE- 120p.; For volumes I-II, see CE 073 220-221.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Career Development; *Career Education; Case Studies; Cooperative Programs; *Educational Practices; *Education Work Relationship; Integrated Curriculum; *Outcomes of Education; Partnerships in Education; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Vocational Education

and employees eligible for/receiving educational assistance, and other pertinent tax provisions. Data were complied from the Internal Revenue Service (IRS), the Department of Education's National Postsecondary Student Aid Study, and the Department of Labor's Bureau of Labor Statistics reports. According to IRS data, employers annually filed more than 3,200 returns reporting information about educational assistance provided to employees under section 127. The total dollar amount of employer-reported section 127 educational assistance increased from $525.3 million for 1992 to $691.3 million for 1994. IRS data further showed that approximately 900,000 employees received employer-provided educational assistance annually in 1992-1994. Few employees eligible for educational assistance under section 127 actually received it, however. Three tax provisions besides section 127 were identified and discussed. (Fourteen tables/figures are included. Appended are the following: examples illustrating IRS' determination of deductibility of job-related educational expenses as business-related expenses; technical study methodology information; additional information about employees; and list of major contributors to the report.) (MN)

ED 403 420 CE 073 268

Reingold, Janet
Dialogue on the Disadvantaged. Response to Stakeholders.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jun 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; Change Strategies; Cooperative Planning; *Economically Disadvantaged; *Educational Needs; *Focus Groups; *Job Training; National Programs; Needs Assessment; Outreach Programs; Prevocational Education; Program Improvement; Public Agencies; *Strategic Planning; *Vocational Education
IDENTIFIERS- *Department of Labor

In April 1994, the U.S. Department of Labor initiated a systemwide dialogue to identify ways of improving job training and employment preparation for economically disadvantaged individuals. The dialogue process was intended to help achieve broad consensus among system partners and serve as a model of ongoing communication to ensure continuous improvement. It included the following outreach/consultation activities: small group discussions in 15 cities; 5 town hall meetings; meetings with partners and stakeholders; meetings with foundations; minidialogues with low-income advocacy groups; Federal Register Notice; customer satisfaction survey; meetings with researchers and academics; review of current research, and National Youth Employment Coalition (NYEC) report. The following principles identified during the dialogue were used to develop an action agenda to improve job placements and customer satisfaction: customer needs should drive program decisions; federal/state/local partnerships are essential; quality and high performance must become standards; and accountability should rest in program outcomes. The action agenda addressed the following key areas: improving training-to-work connections; meeting customers' needs; streamlining program administration; improving consumer information and customer access; strengthening program linkages; building system and staff capacity; and providing early and comprehensive youth

NOTE- 6p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; *Group Activities; Group Dynamics; Higher Education; Interpersonal Relationship; Learning Activities; Outcomes of Education; Program Effectiveness; Program Implementation; Self Directed Groups; Teaching Methods; Teamwork; *Technical Education; Vocational Education

A questionnaire on use of cooperative learning was distributed to all faculty (76 respondents) in the College of Technical Careers at Southern Illinois-Carbondale (SIUC) and a sample of the membership (66 respondents) of the American Technical Education Association (ATEA). For both samples, the main use of groupwork was with laboratory assignments, problem-solving practice, and discussions of lectures and course materials. About one-third of the instructors permit students to work in groups on term papers and class presentations; fewer than 10 percent allow groupwork on quizzes and examinations. About 60% of the SIUC instructors and 39% of the ATEA respondents said they knew very little or nothing about the technique of cooperative learning. Instructors with more knowledge were more likely to do the following: use small group techniques in all their classes; assign students to groups rather than let students self-select into groups; provide students with training in group processes; and report that students in groups achieve higher grades, learn more and learn more quickly than students working individually. Groupwork enhanced student learning of course content and promoted the development of student skills in group processes and involvement in courses. Problems included time management and coverage of material, grading policies, and "free riding" by group members. (Contains 10 references.) (KC)

ED 403 439 CE 073 307

Dixon, Nancy
The Organizational Learning Cycle. How We Can Learn Collectively.
PUB DATE- 94
NOTE- 141p.; McGraw-Hill Developing Organizations Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Change Strategies; *Group Behavior; Group Dynamics; *Learning Processes; *Management Development; Models; Organizational Change; Organizational Climate; Organizational Communication; *Organizational Development; Organizational Effectiveness; *Organizations (Groups); *Theory Practice Relationship
IDENTIFIERS- *Organizational Learning

This book, which is designed for individuals interested in changing and developing their organizations, examines the organizational learning cycle and ways of learning collectively. Among the topics discussed in the book's nine chapters are the following: (1) changing nature of work and organizational learning; (2) theoretical framework of individual learning (data interpretation/organization, learning and truth, relationship of meaning structures to action, limitations of working memory, metacognition, human need to learn); (3) theoretical framework for organizational learning (private, accessible, and collective meaning structures); (4)

Welfare; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Employment Experience; Employment Patterns; Family Environment; *Females; Historiography; Life Events; Primary Sources; Resource Materials; Social Class; *Social Differences; Social Science Research; Trend Analysis

This history of growing up is based on more than 500 first-person accounts relating to growing up from the middle of the 18th through the early 20th centuries. Major focus is on the formation, experience, and transformation of the principal paths of growing up. It considers transitions or turning points, particularly as they surround entries and exits from distinct life course stages such as school, work, leaving home, migration, marriage, and so on. Chapter 1 discusses signposts along the paths of growing up that emphasize the importance of integration, inclusion, conflict, and historicity. Chapter 2 focuses on four major paths of growing up that stand out in life accounts from the 1740s to the early 1800s: traditional, transitional, female, and emergent. Chapter 3 on the 19th century looks at 4 principal paths of growing up that dominate: traditional, transitional, female, and emerging social class. Chapter 4 discusses 3 principal paths that predominate in configurations of growing up in the middle decades of the 19th and early years of the 20th centuries: transitional and class-determined paths for young men and the female path. Chapter 5 spans from the 1890s into the 1920s and explores a narrower range of paths--social class and female. Chapter 6 surveys the most recent past and present and considers the recent and contemporary continuities and connections as well as breaks from the past. Appendixes include chapter notes and an index. (YLB)

ED 403 458 CE 073 383

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 24p.; For the 1995 projects, see ED 394 062.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Demonstration Programs; *Educational Change; Educational Innovation; *Education Work Relationship; Models; Program Descriptions; Program Implementation; *School Business Relationship; *School Community Relationship; Teaching Methods

This packet provides an update on the federally funded School-to-Work Outreach Project. Copies are provided of the profiles describing these exemplary models/practices/strategies identified in Fall 1996: SCRIPT (South County Regional Interagency Postsecondary Transitions), Gilroy, California; The STRIVE Program, Roxbury, Massachusetts; Pathways to Satisfaction: Transitioning Self-Determined Youth, Madison, Wisconsin; and Project TASSEL, Shelby, North Carolina. Each profile consists of these components: contact person; community setting; population served; program staff; mission; organization/program context; description; exemplary school-to-work components; what makes it work; and client case story. On the back of each profile is found an overview of the School-to-Work Outreach Project; basic elements of school-to-work; and Internet addresses. The packet also includes a table that lists the exemplary programs for Spring 1995, Fall 1995, and Spring

Training; Labor Force Development; Managerial Occupations; Teacher Student Relationship; Teaching Methods; *Trainers

This document consists of three papers presented during a symposium on instructional delivery moderated by Larry Dooley at the 1996 conference of the Academy of Human Resource Development (HRD). "Distance Education: An Emerging Concept for HRD Programs" (Margaret R. Schlais et al.) examines various distance education methods, the current context--business and/or education--in which they are used, and the providers. "Issues in Using Managers as Instructors: The Qualitative Perspective" (Andrea D. Ellinger et al.) examines the issues that confront managers who adopt the role of instructor and the seven themes that emerged from the study: the configuration of the innovation (Manager-as-Instructor approach); roles and responsibilities of managers or role fit; time; concerns about adequacy to teach; manager-participant relationships; outcomes; and idea and alternatives. "Training Delivery Problems and Solutions" (Sandra K. Falkman, Richard A. Swanson) reports a study that surveyed trainers to identify common training delivery problems they experienced as novice trainers and then surveyed expert trainers to present successful strategies for dealing with the 12 training delivery problems. Expert solutions are provided for these problems: fear; credibility; personal experiences; difficult learners; participation; timing; adjust instruction; questions; feedback; media, materials, and facilities; openings and closing; and dependence on notes. Papers contain references. (YLB)

ED 403 477 CE 073 496

HRD Journals.
PUB DATE- 96
NOTE- 20p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adult Education; *Human Resources; International Cooperation; International Educational Exchange; Job Performance; Job Training; *Labor Force Development; Professional Development; *Research Tools; *Scholarly Journals; Scholarship; Theory Practice Relationship; *Writing for Publication
IDENTIFIERS- Adult Education Quarterly; Human Resource Development Quarterly; International Journal of Training and Development; Performance Improvement Quarterly

This document consists of four papers presented during a symposium on human resource development (HRD) journals moderated by Peter W.J. Schramade at the 1996 conference of the Academy of Human Resource Development. "Refereed Journals: The Cornerstone of a Developing Profession" (Gary N. McLean) describes the purpose, format, success, and involvement of HRD professionals in "Human Resource Development Quarterly." Suggestions are made to enhance the possibility of potential authors having their manuscripts accepted. "Improving Performance from Theory to Practice with Rigor and Relevance: Performance Improvement Quarterly'" (Peter J. Dean) presents highlights of the body of literature published in the first 7 years of "Performance Improvement Quarterly" (PIQ) as well as highlights of other publications in the field of human performance technology (HPT). It also discusses the relevance of research in HPT and HRD. "Introducing the 'International

Academy of Human Resource Development. "Management Development Simulations: Effective or Not?" (Jill R. Hough) reviews the differences between simulations and educational games and presents a simulation classification scheme that is used to organize research related to the effectiveness of management education and management training simulations. "Job Analysis Validity & Workability" (Reva Hutchins, James E. Sage) presents findings relating to key job analysis purposes/concerns that were identified through an evaluation of 6 selected job analysis methods by 64 respondents. William J. Rothwell's paper, "A Survey about Training Needs Assessment Practices in Selected Organizations: Summary of Results" summarizes the results of a 1995 survey of American Society for Training and Development members that examined the effectiveness of training needs assessment methods. "Strategic Quality Training: A Comprehensive Training Process to Ensure Transfer of Learning" (Sandra L. Hastings et al.) describes how the Connecticut Department of Labor used the Strategic Quality Training model to achieve a minimum of 81% long-term transfer of training for a technical skills program. Papers contain references. (MN)

ED 403 495 CE 073 514

HRD Academic Programs.
PUB DATE- 96
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; Cooperative Planning; *Curriculum Development; Economic Factors; Educational Attitudes; Educational Cooperation; Educational Research; Higher Education; *Integrated Curriculum; *Labor Force Development; National Surveys; Organizational Climate; Performance Technology; *Professional Development; Student Attitudes; Teacher Attitudes; Teacher Competencies; Teacher Education; Teacher Improvement; Training; Training Methods
IDENTIFIERS- Facilitators

This document contains three papers presented at a symposium on human resource development (HRD) academic programs moderated by Gene Audette at the 1996 conference of the Academy of Human Resource Development. "Revisiting Perceptions of HRD Roles: Implications for HRD Curricula" (Danilo M. Baylen, Margaret L. Bailey, Mary Samardzija) discusses a study in which human resources development (HRD) practitioners and students enrolled in HRD or related programs identified needs analyst and group facilitator as the top HRD practitioner roles and strategic planner and performance technologist as emerging HRD practitioner roles. "Establishing a Research Base for Professional Development" (Robert E. Norton, Reva Hutchins) presents findings from a national study of teacher training needs and tasks for career-related teachers that will be used to establish a research base for professional development of teachers. "Profile of the Human Resource Development and Adult Education Professoriate and Perceived Dynamics Framing Program Integration" (Shari L. Peterson, Joanne Provo) reports a study that profiles the HRD and adult education professoriate, describes economic and organizational dynamics that may help shape the direction of both HRD and adult education, and identifies the nature of organizational alliances that may serve to integrate the two fields. Papers contain references.

of empowerment demands that professional helpers and their clients take an active, collaborative approach to identifying problems and goals. Drawing from counseling, social work, nursing, rehabilitation, and other professional literature, as well as popular magazines, novels and personal perspectives, this book links theoretical notions of empowerment with practical techniques applied to specific populations and issues. Educational perspectives of empowerment are examined. Detailed case examples and applications of counseling for empowerment in work with people of color; gay, lesbian, and bisexual clients; clients with HIV and AIDS; People with Disabilities; survivors of violence; adolescents and older adults; and the "non-beautiful" are provided. A chapter on adolescents addresses educational mismatch, dropout, violence in the schools, and allocation of school resources and suggestions for adolescent empowerment. Chapters are: (1) The Nature of Empowerment; (2) The Nature of Counseling; (3) Intrapersonal Skills; (4) Interpersonal Skills; (5) People of Color; (6) People Who Are Gay, Lesbian, or Bisexual; (7) People With HIV Disease; (8) People With Disabilities; (9) Survivors of Violence; (10) Older Adults; (11) Adolescents; (12) The Non-Beautiful; and (13) Empowerment and the Future of Counseling. Contains an index and 445 references. (JBJ)

ED 403 514 CG 027 507

McFadden, John, Ed.
Transcultural Counseling: Bilateral and International Perspectives.
PUB DATE- 93
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alaska Natives; American Indians; Arabs; Asian Americans; Blacks; *Counseling Techniques; *Counselor Training; *Cross Cultural Training; Cultural Context; *Cultural Pluralism; Hispanic Americans; *Intercultural Communication; North Americans

Many of the problems of the world find their expression in the microcosm of the counseling profession. Counselors must be able to look beyond the current field of cross-cultural and multicultural counseling and develop skills and knowledge relevant to international interaction of multiple languages, races, ethnicities, and lifestyles. This book provides insight into counselor education programs designed for the 21st century and includes a broad introduction to a variety of cultural terms and their implications for counseling. It provides techniques and paradigms recommended for counseling individuals from diverse cultural backgrounds, and it shows a historical evolution of transcultural counseling and its significance in a changing world. Chapters are: (1) "Historical Approaches in Transcultural Counseling" (John McFadden); (2) "Existential Worldview Theory: Transcultural Counsling" (Farah A. Ibrahim); (3) "Stylistic Model for Transcultural Counseling" (John McFadden); (4) "Transcendent Counseling: A Transcultural Theory" (Winifred O. Stone); (5) "Transcultural Family Counseling: Theories and Techniques" (David A. Kahn); (6) "Rational Behavioral Therapy: An Approach to Transcultural Counseling" (Tony A. Gore and Maxie C. Maultsby, Jr.); (7) "Transcultural Counseling with American Indians and Alaskan Natives: Contemporary Issues for Consideration" (John Joseph Peregoy); (8) "Transcultural Counseling from African-American Perspectives" (Herbert A. Exum and Quincy L. Moore); (9)

discussed next. The flux in credentialing standards is acknowledged and chapters on creating, changing, and maintaining regulations and on reciprocity and endorsement are presented. The volume concludes with information on complaints and third-party reimbursement. Sections on frequently asked questions, guidelines for practice, discussion questions, and some suggested readings appear at the end. Contains 34 references. (RJM)

ED 403 533 CG 027 541

Crawford, Robert L.
Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Law; Clinical Psychology; *Compliance (Legal); Counseling; Counselor Client Relationship; *Counselors; *Court Litigation; Ethics; Federal Regulation; *Laws; Legal Problems; *Legal Responsibility; *Malpractice
IDENTIFIERS- Clinical Competence

The possibility of lawsuits is a general condition of citizenship; potential lawsuits based on allegations of malpractice is a routine part of professional practice. This monograph provides a guide for taking some reasonable precautions to avoid malpractice suits. The text provides an outline that counselors may use in developing a legal and ethical quality assurance plan for their counseling practice. Such a plan also provides routines for responding to legal or ethical complaints. The volume tries to teach professionals how to find solutions rather than provide answers. The first chapter describes the legal and ethical standards in terms of their sources, purposes, sanctions, and methods of change so that readers can understand both the nature of the standards themselves and the importance of taking appropriate action. The next chapter describes the dimensions and scope of malpractice. Subsequent chapters address concepts and procedures to help avoid malpractice, including understanding how to determine a reasonable standard of care and other concerns. Three of the chapters discuss the legal and ethical issues which may arise if a malpractice suit is brought. Final sections contain frequently asked questions, guidelines for practice, discussion questions, and a six annotated suggested readings. (RJM)

ED 403 534 CS 010 862

Schunk, Dale H.; Rice, Jo Mary
Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Feedback; Intermediate Grades; *Reading Comprehension; Reading Research; Reading Skills; *Reading

Americans continue to ascribe pariah status to large segments of the society, then the United States will inevitably and perhaps irretrievably fall into decline, that one segment of American society cannot survive without the other, and that the central conundrum that needs to be considered is how to balance economic growth with social justice. The first part of the paper discusses adversarial conditions in the contexts of the family, schools, and the workplace. The second part of the paper discusses how to balance economic growth with social justice, including balancing equity with excellence in American schools and balancing economic development with the social support of families. A postscript stresses that in America the possibility exists for new ways of thinking to emerge and for the wisdom of humanity to overcome the indignities and humiliations of the past. Thirty-five notes are included. Contains 43 references. (RS)

ED 403 553 CS 214 207

Hulsebosch, Pat; Koerner, Mari
What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
PUB DATE- 20 Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For a related document, see CS 214 214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Communication; *Cultural Background; *Cultural Influences; Culturally Relevant Education; Elementary Secondary Education; Racial Bias; Sex Bias; *Teacher Background; Teacher Characteristics
IDENTIFIERS- Life History Method

Adding a multiplicity of voices to the conversation about teaching and learning in schools, this paper presents the life histories of six culturally diverse teachers who have been meeting for over 2 years to discuss the connections to past life experiences and to other teachers. The paper suggests that these life histories (written by the teachers) offer the potential for understanding how their diversity might contribute to teacher-student interactions. The life histories discuss: (1) teachers' decisions to bring their home culture into their teaching; (2) how their experiences have molded their identity; (3) racism and sexism in the classroom; and (4) struggling to prevent the culture of non-white children from being overlooked, downplayed, and misunderstood. The paper concludes that developing instructional programs that incorporate the life experiences, language, and skills that students bring with them into the classroom improves students' academic performance and provides students with the skills and strategies they need to succeed in the broader society. (Contains 10 references.) (RS)

ED 403 554 CS 214 214

Hulsebosch, Pat; Koerner, Mari
What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
PUB DATE- 20 Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For a related document, see CS 214 207.

Portfolios: Concepts and Process; (4) Creating Self-Reflection; (5) Venturing Inside Student Portfolios; (6) Conferences and Evaluation; (7) Student Attitudes toward the Portfolio Process; (8) Portfolios at the Graduate Level; (9) The Portfolio Evolution; and (10) Where Do We Go from Here? Appendixes present an assessment glossary; course syllabi; examples of evaluation sheets; additional student performances; and suggested readings. (Contains 76 references.) (RS)

ED 403 573 CS 215 655

Yudkin, Marcia
Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
PUB DATE- 96
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; *Audience Awareness; Business Administration; Business Education; Independent Study; *Marketing; *Persuasive Discourse; Salesmanship; Small Businesses; Writing Processes; *Writing Skills
IDENTIFIERS- Advertising Effectiveness; *Copywriting; Press Releases

Noting that entrepreneurs know that marketing can make or break a business and that outreach requires effective written materials, this guide argues that anyone can learn to write effective copy. The guide demonstrates how to write effective sales letters and advertisements and persuasive press releases. It takes readers step-by-step through the process of creating marketing materials that sell, including (1) the importance of knowing the target market before starting to write; (2) how to choose the right voice and language to attract the desired audience; (3) how to determine the most effective format for copy; (4) cost-cutting design and printing tips; (5) how to test copy for its success; (6) legal pitfalls to avoid; and (7) how to find writing and marketing help. The guide contains practical advice, invaluable examples from business owners, and an extensive list of resources that help answer almost any question. (NKA)

ED 403 574 CS 215 656

Robinson, Adam; And Others
The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
PUB DATE- 93
NOTE- 333p.; For "Word Smart II," see CS 215 657.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Books (010)
DESCRIPTORS- Drills (Practice); Higher Education; Independent Study; Persuasive Discourse; *Standardized Tests; *Student Needs; *Vocabulary; *Vocabulary Development; *Vocabulary Skills; Word Recognition
IDENTIFIERS- Graduate Record Examinations; Scholastic Aptitude

Miller, Susan; Knowles, Kyle
New Ways of Writing: A Handbook for Writing with Computers.
PUB DATE- 97
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Computer Networks; *Computers; Creative Writing; *Desktop Publishing; Editing; Electronic Mail; Essays; Higher Education; *Internet; Letters (Correspondence); Research Reports; Resumes (Personal); *Text Structure; Word Processing; *Writing Improvement; *Writing Processes
IDENTIFIERS- Academic Discourse; *Computer Assisted Writing

This practical book integrates coverage of the writing process and various types of academic and professional documents with explanations and examples of using computers to enhance the process and produce effective documents. The book's four parts move from the individual writer who is using a computer to create a document to exchanges of data and ideas among many networked computers and writers. Chapters in the book are (1) Writing with a Computer; (2) Using a Computer in Extended Writing Processes; (3) One-Draft Writing with a Computer; (4) Editing Documents; (5) Formatting Documents; (6) Printing Your Documents; (7) Ongoing Compositions: Records and Notes; (8) Essays and Other Assigned Writing; (9) Research Writing; (10) Reports; (11) Letters and Memos; (12) Resumes; (13) Taking Examinations; (14) Writing and Reading Creative Texts; (15) Personal and Professional Publishing; (16) Using Computer Networks; (17) Using the Internet for Research; (18) Connecting with Other Writers; (19) Using E-Mail to Improve Your Writing; (20) Electronic Writing Groups; and (21) Writing for the World Wide Web. A list of 25 additional sources is attached. (RS)

ED 403 594 CS 215 718

Saloff, Jamie L.
The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Childrens Writing; Class Activities; Elementary Education; Layout (Publications); Printing; *Student Developed Materials; Student Participation; Student Projects; *Student Publications; *Writing for Publication
IDENTIFIERS- *Book Production

This book offers information and step-by-step instructions on establishing a publishing center in schools, churches, or community groups and includes reproducible forms. The book gives ideas for such a center, a joint effort between volunteers, students, and teachers, that lets children publish their stories in a professional looking manner. The book shows how teachers can integrate their classroom projects with the publishing center to support and enhance other aspects of their classroom curriculum, with work in the center solidifying lessons already learned in the classroom. Among topics covered

Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Definitions; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Research Design; Systems Approach
IDENTIFIERS- Research Suggestions; *Theoretical Orientation

Social penetration has been described by S.W. Littlejohn (1992) as "the process of increasing disclosure and intimacy in a relationship." The phrase "social penetration" originated with I. Altman and D. Taylor, the foremost researchers in this area. From other theories, Altman and Taylor developed a unified theory which provided a stable base from which researchers could study. Before an understanding of the theory can be obtained, there must be knowledge of the philosophical perspective behind the orientation. Using the systems perspective, the definition of communication that supports social penetration theory is, as follows: communication is the process of exchanging symbols and gaining understanding and sharing from the exchange. Social penetration is consistently viewed as having 4 stages of penetration, summarized by Michael Roloff (1981): (1) orientation, with a ritualized conversation and disclosure of superficial information; (2) exploratory affective exchange--communication about superficial topics is expanded and there is movement toward inner layers; (3) affective exchange--movement to the central layers of personality; and (4) stable exchange, achieved in a few relationships. In research studies that use social penetration theory in their framework, its relation to individuals on a daily basis can be seen. For example, a longitudinal study of college roommates investigated developmental changes in social penetration processes. Another study investigated Japanese students at American universities and paired them with American student friends, examining their cross-cultural relationships. Exploring social penetration theory is of great importance to the study of communication. (Contains 2 figures and 17 references.) (NKA)

ED 403 616 CS 509 414

Cyphert, Dale
Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
PUB DATE- Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; Higher Education; Instructional Improvement; *Introductory Courses; Persuasive Discourse; *Rhetoric; *Rhetorical Theory; *Speech Communication
IDENTIFIERS- *Critical Pedagogy; Rhetorical Form

From Henry Giroux's perspective in his book "Border Crossings," all education ought to address some of the most difficult issues of contemporary rhetorical theory. Thus, the basic course in rhetoric is in a unique position to take the helm in critical pedagogy. The cutting edge of rhetorical theory responds to, contests, and incorporates emerging philosophies of postmodernism, critical studies, radical theory, feminism, and comparative epistemology. As philosophers, theorists, and researchers, educators recognize that rhetorical competence

*War; World Problems

This report describes the main questions that various international agencies must address in order to reconstruct education in countries that have experienced crisis. "Crisis" is defined as war, natural disaster, and extreme political and economic upheaval. Many of the problems of educational reconstruction with which the Allies contended in Germany after World War II are currently mirrored in postconflict situations today. There is the need to plan adequately for the human and physical resources that would be required; to purge the teaching force of people with unsuitable political involvement; to encourage democratic processes while not appearing to impose such processes; to develop new teaching styles and materials; and to create a climate in which longer-term reform might be possible. The report focuses on the restoration of physical aspects (buildings, facilities, water and electric sources, and environmental safety); ideology (democratic processes); psychological well-being; education materials and curriculum; human resources; and the development of survival and lifelong skills. The report describes the organizational framework for reconstruction used by UNESCO's Unit for Educational Rehabilitation and Reconstruction at the national, local, and institutional levels. Appendices contain case studies of reconstruction efforts in Bosnia and Rwanda. (LMI)

ED 403 637 EA 028 170

Evans, Thomas Jack
Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
PUB DATE- Aug 96
NOTE- 125p.; D.Ed. Dissertation, Western Michigan University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Correlation; Elementary Education; *Elementary School Teachers; Leadership; *Leadership Styles; Organizational Climate; *Principals; *School Culture; *School Effectiveness; Statistical Analysis; Teacher Attitudes
IDENTIFIERS- *Transformational Leadership

The context of teaching has changed dramatically in the wake of two national waves of educational reform. This dissertation examined the relationship between elementary principals' use of transformational leadership strategies as determined by teacher reports and the presence of social-organizational factors within the schools. The five social-organizational factors included shared goals, teacher collaboration, teacher learning, teacher certainty, and teacher commitment. Eighteen elementary principals and their faculties in a southwestern Michigan school district comprised the sample. Teachers (n=214) responded to both the Multifactor Leadership Questionnaire (B. Bass and B. Avolio, 1990) and the School Organizational Factors Questionnaire (S. Rosenholtz, 1990) for an overall return rate of 54 percent. Seventeen principals responded to the Multifactor Leadership Questionnaire. The data showed a significant correlation (r=.70; p=.00) between teachers' reports of principals' transformational leadership and their schools' social organization. Moreover, principals categorized as high in transformational leadership demonstrated a greater level of transformational leadership and led schools higher in social organization than did principals low in transformational leadership who led schools lower in social organization. Higher transformational principals were associated with schools that the burden, and offers guidance from practitioners. The first part defines the superintendency and places it within its contemporary context. In the six chapters in part 2, superintendents discuss the internal and external challenges that they face daily, such as negotiating community politics and controversy, responding to reform goals and mandates, coping with financial constraints, and resolving conflicts with school boards. The third part addresses what superintendents will need to do if schools are to achieve success in the future, such as building community alliances, developing district capacity, and motivating systemic change. The final part provides a glimpse of what the new paradigm of education will look like and offers some strategies for creating 21st century schools. Appendices contain information on superintendent responsibilities, an American Association of School Administrators (AASA) statement that outlines common ground for the improvement of public education, and components of the campaign for reform of central-office functions. An index is included. (Contains 225 references.) (LMI)

ED 403 657 EA 028 207

Goodlad, John I., Ed.; McMannon, Timothy J., Ed.
The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 178p.; A videotape of the panel symposium that was the basis of this book is available from the Institute for Educational Inquiry, 124 East Edgar Street, Seattle, WA 98102 ($89).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Democracy; Democratic Values; Educational Improvement; Elementary Secondary Education; *Equal Education; *Public Education; *Public Schools; *Role of Education

The National Network for Educational Renewal (NNER) was established in 1986 to put into practice the belief that the improvement of schooling and the renewal of teacher education must proceed simultaneously. This book contains a collection of papers presented at the NNER conference held in New York City in November 1995. The book also includes a panel discussion, "The Public Purpose of Education and Schooling," moderated by John Goodlad, and transcriptions of panelists' conversation with the audience. Contents include an introduction by Timothy J. McMannon entitled "The Changing Purposes of Education and Schooling." Conference papers include: (1) "Public Schooling: Education for Democracy" (Benjamin R. Barber); (2) "The Meanings of 'Public Eduction'" (Theodore R. Sizer); (3) "Education, Equity, and the Right to Learn" (Linda Darling-Hammond); (4) "On Restoring Public and Private Life" (Gary D. Fenstermacher); (5) "Toward a Democratic Rhetoric of Schooling" (Donna H. Kerr); and (6) "Democracy: Do We Really Want It?" (Roger Soder). The panel discussion is summarized in chapter 7, entitled "Education for Civility and Civitas," and conversations with the audience are included in chapter 8, "Prospects for Reform." The epilogue, "Reprise and a Look Ahead," is by John L. Goodlad. Chapter end notes, an index, an annotated bibliography of eight references, and seven suggested readings are included. (LMI)

ED 403 658 EA 028 208

Schlechty, Phillip C.

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Child Caregivers; Child Development; Day Care; Developmental Stages; *Disabilities; *Disability Identification; *Early Identification; *Early Intervention; Infants; Inservice Education; Learning Activities; Mainstreaming; Preschool Education; Referral; Screening Tests; *Special Needs Students; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 3, which focuses on meeting the special needs of children who seem different. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of conditions that put a child at risk, early intervention, special needs terminology, methods of observation, the concept of screening, referral procedures for further testing, and mainstreaming. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is a booklet providing an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 677 EC 302 315

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 97p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Birth Order; Child Abuse; Child Caregivers; Day Care; *Disabilities; *Early Identification; Family Characteristics; *Family Environment; *Family Problems; Infants; Inservice Education; Preschool Education; Referral; *Special Needs Students; Stress Management; *Stress Variables; Tests; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Behavior Change; *Disabilities; *Educational Strategies; Elementary Education; *Inservice Teacher Education; Interpersonal Communication; *Interpersonal Competence; Intervention; Prevention; Skill Development; Social Behavior; *Teacher Collaboration; Teaching Methods

This manual and the accompanying videotape are designed to provide a practical way to teach social skills to all students in grades K-8, including students with disabilities, in the classroom and across other school settings. The strategy's collaborative approach was designed for general and special education teachers who are working with other school specialists such as guidance counselors, school psychologists, classroom aides, and librarians. The approach offers an instructional framework that can be adapted to fit any teaching style and classroom configuration, rather than a prepackaged set of curriculum lessons that must be strictly followed. It provides a method for infusing social skills into the school day, rather than adding on another subject. Teachers move through three phases as they implement the framework: curriculum planning, instruction and implementation, and student self control. Five instructional strategies are recommended: direct instruction, modeling, practice, social reinforcement or feedback, and self control. Following an overview of the social skills program, the manual discusses why social skills are critical to school success, explains the social skills intervention program on which this instructional framework is based (R. Rutherford and others, 1992), provides a facilitator's guide for leading a workshop on teaching social skills, and shows how the framework can be tailored to a whole classroom context. Recommendations are made for organizing training for implementing the program and troubleshooting issues that typically arise. Appendices contain activity handouts and blackline masters of overheads. The 60-minute videotape features teachers using the instructional approach in elementary classrooms. (Contains over 90 references.) (CR)

ED 403 695 EC 305 230

Stowitschek, Joseph J.; And Others
Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Curriculum; Daily Living Skills; Decision Making; *Disabilities; *Education Work Relationship; Goal Orientation; Help Seeking; Incidental Learning; Lesson Plans; *Personal Autonomy; Planning; Records (Forms); Secondary Education; Self Advocacy; *Self Determination; Simulation; Student Evaluation; Teaching Methods; *Transitional Programs
IDENTIFIERS- Direct Instruction

The Transition Choices Program (TCP) is designed to increase the ability of young persons with disabilities to participate more fully in the school-to-adult life process through systematic instruction in six skills: exploring choices and developing settled/villager, and complex/specialized. Successful members of hunter/gatherer societies need to be energetic (hyperactive), resourceful (creative problem solvers), enjoy changes (novelty seeking), able to react rapidly (impulsive), and able to live by their wits (risk takers), all characteristics of ADD individuals. The paper suggests that a greater incidence of ADD in the pioneering societies (United States, Canada, Australia, and New Zealand) compared to Europe may be due to a higher frequency of the "novelty seeking ADD gene" in the pioneer settlers of these nations and that the prevalence and severity of ADD symptoms increase with accumulating life stresses. (Contains 13 references.) (DB)

ED 403 713 EC 305 278

Kent, Carol; And Others
Technical Assistance Guide for Community College Administrators and Program Coordinators.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; *Community Programs; *Curriculum; *Developmental Disabilities; Educational Practices; Educational Principles; Human Services; *Paraprofessional Personnel; Program Development; Program Implementation; *Staff Development; Two Year Colleges; Vocational Education
IDENTIFIERS- Michigan

This guide provides information and guidelines to community college personnel who are administering and coordinating programs designed to prepare paraprofessionals to work with individuals with developmental disabilities in community settings. The guide is specifically for individuals managing the "Paraprofessional Curriculum for Community Inclusion" program offered at Michigan community colleges. The guide describes the Community College Initiative developed by Wayne State University's Developmental Disabilities Institute, especially its features of systems change, student diversity, a values-based curriculum, academic skill development, and career path development. The guide outlines the importance of "person first" language, program needs assessment, community linkages, program certification, staffing, disability support, and job placement. A chapter on curriculum development focuses on the core curriculum which stresses seeing people first (not their disability), viewing historical perspectives, understanding individuals' special needs, the human service delivery system, rights and advocacy, field work, areas of specialization and employment, and transfer to four-year institutions. A chapter on program administration addresses staffing the program (hiring qualified faculty and supporting and retaining faculty), student recruitment, and other program issues. A list of products developed by the Community College Initiative is appended. (Contains 10 references.) (DB)

ED 403 714 EC 305 279

Miles, M.

NOTE- 284p.; The entire set of 4 volumes is EC 305 349-352.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adaptive Behavior (of Disabled); At Risk Persons; *Cognitive Development; *Curriculum; *Disabilities; Early Childhood Education; Early Intervention; Enrichment Activities; Interpersonal Competence; Learning Activities; *Motor Development; Psychomotor Skills; Skill Development; *Social Development; Teaching Methods; Young Children
IDENTIFIERS- Assessment Evaluation Programming System Inf Child

This fourth volume of the Assessment, Evaluation and Programming System (AEPS) is the curricular component for children at risk or with disabilities, from 3 to 6 years of age. Section 1 describes the linked systems approach to assessment, intervention, and evaluation using the AEPS materials. Section 2, the Curriculum Administration Guide, explains in detail how to use the AEPS curriculum in conjunction with the AEPS test. Section 3 describes how to plan and implement the curriculum using an activity-based approach to early intervention. This section includes information about classroom design and strategies for working with children of varying developmental levels. Section 4 presents specific intervention strategies for each goal in the fine motor, gross motor, adaptive, cognitive, social-communicative, and pure social domains of the AEPS test. Finally, section 5 introduces a variety of activities for embedding children's goals in intervention programming. An appendix discusses preschool curricula with similar goals. (PB)

ED 403 732 EC 305 399

Rutherford, Robert; And Others
Teaching Social Skills: A Practical Instructional Approach.
PUB DATE- 92
NOTE- 180p.; For a related document, see EC 305 207.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Antisocial Behavior; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Elementary Secondary Education; *Interpersonal Competence; Intervention; Peer Relationship; Prosocial Behavior; Self Concept; Social Attitudes; *Social Behavior; Teaching Methods

This program is designed to assist teachers in remediating social behavior problems. The program is structured to provide for evaluation of circumstances surrounding the problem behavior, as well as assessment of the student's behavior at a level sufficient to remediate the problem. Twenty-three specific prosocial skills drawn from classroom teacher ratings, widely used social skills programs, and recent literature are addressed. These include skills for handling anger and fear, rewarding oneself, accepting responsibility for one's behavior, listening, handling failure, accepting mistakes and losing, building friendships, following directions, and basic etiquette. For each of these skills, guidelines for interventions are differentiated according to the student's negative reactions of either withdrawn, immature, or aggressive

Development; Yoruba
IDENTIFIERS- Cameroon; Canada; France (Lorraine); French (Canadian); Inor; Kinyarwanda; Quebec

The 33 papers, all in French, from the 1996 conference on research in linguistics address a wide range of topics in linguistics, including: linguists as an endangered species; categorizing verb specifiers in Yoruba; socio-terminology as a framework for understanding the language of orthodontia; French-to-Arabic borrowings in the 19th and 20th centuries; language attitudes and politics of bilingual Cameroon; spontaneous nasalization; atmospheric verb constructions and the choice of subject; the grammar of the Smurfs; linguistics in literary translation; verbal phonology of Inor; stylistic distortion in translation; Quebec French in the language chronicles of Abbott Narcisse Desgagne; use of trademarks in common language; Quebec regionalisms and the Canadian Bilingual Dictionary; the grammatical and the logical in the study of syntax; no one, nothing, and variation; the distinction between syllabus and curriculum; representation and derivation in morphology; vocabulary out of the closet; lack of definition in expressions of quantity; adaptation and importation of English segments into Quebec French; grammar and interference in germanophone Lorraine; objective and subjective in declension; prosodic markers in Spanish; relative object constructions in child language; the 1908 story "Rectification du vocabulaire" by Henri Roullaud; phonology and lexicology of French loans to Kinyarwanda; a new model of semantics, the "Wheel of Meaning"; automatic recognition of hyponyms; accent in Quebec French; the discourse marker "disons" in Quebec oral French; measuring second language reading comprehension; and the nature of the French participle. (MSE)

ED 403 751 FL 024 373

Stewart, Timothy
Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; College Instruction; Cooperation; Course Content; *Course Organization; Educational Strategies; Foreign Countries; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; *Political Science; Second Language Instruction; *Second Languages; *Team Teaching
IDENTIFIERS- *Content Area Teaching; Miyazaki International College (Japan)

An approach to integrating classroom instruction of subject area content and a second language is outlined. In the integrated classroom, teams of language and content specialists bring their expertise to course planning, teaching, and assessment, and work together in the same classroom for each session. The approach was constructed by drawing on theory concerning the integration of content and language instruction and on a method for intensive interdisciplinary collaboration. This method links text structure to knowledge structure (schema) to help learners organize, and therefore understand and apply, new information. Application of this approach is illustrated in a personal experience at Miyazaki International College (Japan), an institution dedicated to producing liberally educated students who are functionally literate in both English and

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Foreign Countries; Grade 5; *Immersion Programs; Intermediate Grades; *Language Proficiency; Second Language Learning; Second Language Programs; *Second Languages; *Story Grammar; *Story Telling; *Swedish; Uncommonly Taught Languages

A study compared the narrative structures in stories told by monolingual Swedish-speaking children (n=19) and Finnish-speaking immersion students of Swedish (n=19), all in fifth grade. The immersion students had been taught in immersion since kindergarten. Subjects each told a story based on a wordless picture book, which was then analyzed for a number of narrative elements. Results indicate that the immersion students included almost as many plot components and subcomponents within an episode as did the control students. In foreshadowing, the immersion students used adequate linguistic expressions to indicate an initiative aspect of the story, as did the control students. Similarly, in wrapping up, the immersion students managed to indicate anaphoric reference as adequately as the control group. Analysis of verb phrase and spatial relations depiction showed immersion students influenced by their first language with regard to grammatical constructions. (MSE)

ED 403 773 FL 024 400

Caldas, Stephen J.; Caron-Caldas, Suzanne
A Case-Study in Family French-Immersion and Academic Achievement.
PUB DATE- Apr 96
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingualism; Case Studies; Discourse Analysis; Elementary Secondary Education; English; *Family Environment; *French; Intelligence Quotient; *Language Patterns; Language Role; Language Usage; Longitudinal Studies; Second Language Learning; *Second Languages

A study described, analyzed, and evaluated a project to rear three French-English bilingual children in a predominantly English-speaking environment. Using weekly tape recordings of spontaneous dinnertime conversation, a ratio of French-to-English utterances was calculated, and correlated with linguistically significant events documented in field notes. Increased French communication was closely associated with proximate immersion in French-speaking situations outside the home, as well as increased exposure to American television within the home. Using multiple longitudinal measures of academic achievement, including standardized achievement tests, grades, and intelligence tests, it was found that parental use of French only in the home has not hindered the children's English academic achievement. In addition, intelligence of the twin girls, measured with English diagnostic instruments, increased significantly over time. (Contains 39 references.) (Author/MSE)

ED 403 774 FL 024 402

Grandmaison, Eric; And Others
Longitudinal Relationships among Phonological Awareness, Verbal

IDENTIFIERS- Diversity (Student)

Chapters in this collection on college faculty motivation and teaching effectiveness include: "The Meaning of Human Motivation" (Charles J. Walker and Cynthia Symons); "Wanting to Be a Good Teacher: What Have We Learned To Date?" (Wilbert J. McKeachie); "Beyond Male Theory: A Feminist Perspective on Teaching Motivation" (Judith Glazer); "Self-Determined Teaching: Opportunities and Obstacles" (Edward L. Deci, Tim Kasser, and Richard M. Ryan); "Intrinsic Motivation and Effective Teaching: A Flow Analysis" (Mihaly Csikszentmihalyi); "Behavior Modification in a Loosely Coupled System of Higher Education" (Walter R. Nord); "Expectancy Theory Approaches to Faculty Motivation" (Richard T. Mowday and Sang H. Nam); "Implications of Goal-Setting Theory for Faculty Motivation" (Gary F. Latham, Soosan Daghighi, and Edwin A. Locke); "Organizational Cultures and Faculty Motivation" (Janice M. Beyer); "Organization Design and Job Characteristics" (Douglas T. Hall and Max H. Bazerman); "Technology and Teaching Motivation" (Diane M. Dunlap); "Leadership and Faculty Motivation" (J. G. Hunt and Arja Ropo); "Student Diversity: Challenge and Potential for Faculty Motivation" (Daryl G. Smith); "Assessment and Evaluation Techniques" (Stephen A. Stumpf and Violina P. Rindova); "The Influence of Faculty Backgrounds on the Motivation to Teach" (Joseph M. Stetar and Martin J. Finkelstein); "Career Phases and Their Effect on Faculty Motivation" (Robert T. Blackburn); "The Academic Marketplace and the Motivation to Teach" (Dorothy E. Finnegan); "Public Policy and Faculty Motivation" (Jack H. Schuster); "The Politics of Motivation: A Comparative Perspective" (Martin Trow); "Fostering Faculty Motivation to Teach: Approaches to Faculty Development" (Robert J. Menges); and "The Motivation to Teach: Perennial Conundrums" (James L. Bess). (Chapters contain references.) (JLS)

ED 403 793 HE 029 798

Recommendations for a Telecommunications-Based Delivery System.
PUB DATE- 13 Jun 96
NOTE- 115p.; Prepared by the Resource Group for a Telecommunications-based Delivery System.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications Satellites; Community Colleges; Computer Assisted Instruction; Cooperative Programs; *Distance Education; *Educational Television; Electronic Classrooms; Higher Education; Information Networks; Internet; Library Collections; Library Cooperation; *Long Range Planning; Microcomputers; Postsecondary Education; Program Development; Program Implementation; Questionnaires; State Programs; Technological Advancement; *Telecommunications
IDENTIFIERS- *Missouri

This report is the product of a cooperative planning effort by a group of leaders in higher education across Missouri to summarize the available resources for distance education in the state and offer recommendations for increased access. After an introduction, a description of the planning process, and a statement of the group's guiding principles, the report urges that any telecommunications-based delivery system should: emphasize access, be learner-centered, be faculty-supported, provide high quality instruction, support institutional missions, emphasize educational partnerships, use integrated evaluation and improvement strategies, and use appropriate

Administrators need to: (1) get the attention of high-level decision-makers at their institution; (2) not just throw money at the problem; (3) avoid setting themselves up for failure by using poor definitions; (4) avoid assigning the project to their institutional research office; (5) avoid stopping the process once they get the results; (6) avoid getting lost in small numbers; (7) avoid a total focus on tests or numbers; (8) not try to hide issues; and (9) avoid using the SACS self study as a promotional document for the institution. (MDM)

ED 403 813 HE 029 858

Losak, John
Status Report on Institutional Effectiveness, 1993-1994.
PUB DATE- Sep 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Higher Education; *Institutional Evaluation; *Organizational Objectives; *Outcomes of Education; Program Descriptions; Program Evaluation; *School Effectiveness; Self Evaluation (Groups); *Universities
IDENTIFIERS- *Nova Southeastern University FL

This annual report provides evaluation of specific academic centers at Nova Southeastern University in Fort Lauderdale, Florida, reflecting specific goals, associated outcome measures, and attainment status relative to the goals. Twelve sections focus on the: (1) Abraham S. Fischler Center for the Advancement of Education; (2) Center for Computer and Information Sciences; (3) Center for Hospitality Management; (4) Center for Psychological Studies; (5) Family and School Center; (6) Health Professions Division; (7) James M. Farquhar Center for Undergraduate Studies; (8) Oceanographic Center; (9) School of Business and Entrepreneurship; (10) School of Social and Systemic Studies; (11) Shepard Broad Law Center; and (12) Student Services. Each section contains a descriptive overview of center programs and services; a statement of center goals; a delineation of outcome measures, procedures, and attainment status relative to each goal; and a summary of the status of attainment and discussion of the impact of findings on improvements in programs, services, and operations. (MDM)

ED 403 814 HE 029 859

MacFarland, Thomas W.
The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
PUB DATE- Jan 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Economic Factors; *Economic Impact; Higher Education; *Socioeconomic Influences; *Universities
IDENTIFIERS- *Florida (Broward County); *Nova Southeastern University FL

This study used a standard deterministic input-output economic impact model to estimate the impact of Nova Southeastern University (NSU) on the South Florida economy. After application of a conservative 1.8 multiplier, it was determined that NSU and its many faculty, staff, students, and guests

*Public Colleges; Public Education; Resources; School Support; State Aid; *State Colleges; State Universities; Tables (Data); Teacher Salaries
IDENTIFIERS- *Colorado

This report is the fifth in a series that measures performance of Colorado college students and the state's higher education system. The data are presented at the system level, and cover finances, students, and graduates, and are broken down into the following sectors: public institution totals; a state summary, and then separately by research universities, universities and colleges, specialized medical schools, and community colleges; and local district colleges. The report is organized into eight sections. Text and 12 figures in the "Executive Summary" cover the most significant findings in the current year data; a brief introduction discusses the organization and provenance of the report. Separate sections of summary text and tables provide data on: (1) the system, including academic programs, faculty diversity and salaries, and student-to-faculty ratios; (2) finance, including revenues, appropriations, tuition, and financial aid; (3) students' participation rates, test scores, and enrollment; (4) graduates, by degree granted, by completion rates, and by ethnicity; and (5) projections of future high school graduation rates, population, and enrollment demand. A final section of notes and comments defines sector groupings, range of data years, terms used in the report, and lists the data sources. (CH)

ED 403 834 HE 029 879

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
PUB DATE- Mar 95
NOTE- 179p.; For related documents, see ED 367 240-241 and HE 029 878.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Access to Education; *College Faculty; Degrees (Academic); Educational Quality; *Enrollment; Evaluation Criteria; *Financial Support; Graduates; Higher Education; Population Trends; Private Financial Support; Professional Education; Public Colleges; Public Education; *State Aid; *State Colleges; State Universities; Trend Analysis
IDENTIFIERS- *Colorado

This compendium of statistical data is a companion to the document entitled "Scorecard on Colorado Public Higher Education--How the Public Higher Education System and Its Students Perform on Selected Measures," which examines selected performance measures for Colorado public higher education institutions. Data in this document are compiled at the institutional level and organized into four broad categories: students, degrees, faculty, and finance, summarized by sector as follows: public institution totals; a state summary, and separately by research universities, universities and colleges, specialized medical institutions, and community colleges; and by local district colleges. System information includes data on faculty diversity, salaries, and student-to-faculty ratios. Finance data cover revenues, appropriations, tuition, alumni and private contributions, and state financial aid. Student information includes college participation rate, test score data, and enrollment data. Graduate data is provided on degrees granted, ethnicity of degree recipients, completion rates, and performance on graduate and professional exams. A final section

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; *Basic Skills; *Communication Skills; Literacy Education; *Numeracy; *Parking Facilities; Problem Solving; *Service Occupations; *Workplace Literacy; Workshops
IDENTIFIERS- *Customer Services

This manual is designed for use in a four-session workshop to help new parking garage employees enhance their skills in the following areas: understanding the functions of parking employees, computing parking rates and filling out parking lot reconciliation forms, preparing miscellaneous parking lot forms and developing effective communication and listening skills, and providing high quality customer service. The manual contains separate sections for each workshop session. Included in each section are some or all of the following: session outline, transparency masters, instructional text, problem-solving exercises, diagrams, sample forms, and group discussion questions. (MN)

ED 403 383 CE 066 018

Sixtus, Michael E.
General Chemistry for Waste Handlers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 57p.; For related documents, see CE 066 016-019.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; *Chemistry; *General Science; *Occupational Safety and Health; Paraprofessional Personnel; *Safety Education; *Waste Disposal; *Workplace Literacy

This manual is intended for use in presenting a course which provides the content-specific general chemistry education required for the safety awareness and job enhancement of persons employed as waste handlers. The course, which was designed to be delivered to technicians at job sites in a lecture/demonstration format with several hands-on exercises and video and laser disc presentations, is divided into sections on general chemistry and specific applications. Among the topics covered in the general chemistry section are atomic structure, chemical periodicity, and chemical nomenclature and formulas. Carcinogens, poisons, oxidizing/reducing agents, and compatibility determination are among the topics discussed in the section on specific applications. Included in the manual are instructional text and examples, worksheets, and quizzes. (MN)

ED 403 384 CE 066 019

Employability Skills Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 511p.; For related documents, see CE 066 016-018.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test,

IDENTIFIERS- *Washington

An evaluation study was conducted to determine the impact of the Washington state legislature's 3-year investment of $2.55 million in a School-to-Work Transition Program (STW). The key components of the evaluation consist of a written survey of the 33 STW coordinators in the state, case study visits to 10 communities throughout the state engaged in STW, and data from 5,489 11th grade students in the fall of 1994 from 23 high schools in 11 districts. This final evaluation included the following activities: the 10 case studies; reactions to the case study process by school-to-work coordinators and team members; state assessment data for 23 high schools in the 10 case-study communities; and futures scenarios to create a flavor of what a comprehensive STW might look like from a student perspective. The study found that a total of 45,718 secondary students in the state are involved in STW activities as a result of state funding. The following strengths of the program were identified: embedding STW goals into the overall mission and goals of the district; integrating STW funds; getting academic as well as vocational teachers involved in the program; identifying and meeting staff development needs; and hiring competent STW coordinators. Recommendations were made for improvements in communications, integration with other programs, articulation, integrating curriculum; curriculum development and sharing, comprehensive evaluation, and student involvement. (Appendixes---more than half the document--contain abstracts of 44 STW programs.) (KC)

ED 403 402 CE 073 223

Owens, Thomas R.

A Third-Year Assessment of Tech Prep in Washington State.

SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.

PUB DATE- Aug 96

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; Consortia; Educational Improvement; *Education Work Relationship; High Schools; Integrated Curriculum; *Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; State Programs; *Tech Prep; Two Year Colleges; Vocational Education

IDENTIFIERS- *Washington

The 1995-96 evaluation of tech prep in Washington consisted of the following activities: an analysis of survey data collected from all 22 tech prep consortia in the state, case studies of 7 tech prep consortia, and an analysis of student survey data collected from more than 2,000 students in 4 high schools in the 7 consortia. The study found that tech prep has grown from 170 student participants in 1992-93 to 11,889 in 1994-95. In many cases, tech prep has provided an excellent foundation for school-to-work transition and other educational reform efforts. It has made a case for workplace learning for college-bound as well as noncollege-bound students. It was recommended that the tech prep initiative should provide more communications about tech prep to students, parents, educators, and the business community, and that future follow-up studies of tech prep completers be conducted. (The report includes the seven case studies and student survey results.) (KC)

ED 403 403 CE 073 224

interventions. (Appended are the following: findings from a customer satisfaction survey; advocates' agendas; NYEC findings; and selected research findings.) (MN)

ED 403 421 CE 073 269

Fraser, Bryna Shore; Charner, Ivan
Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Community Involvement; *Community Programs; Cooperative Planning; Counseling Services; Educational Needs; *Educational Practices; *Education Work Relationship; Job Training; Noncollege Bound Students; *Partnerships in Education; Program Development; Secondary Education; Transitional Programs; Vocational Education; Youth Employment; *Youth Programs
IDENTIFIERS- Florida (Miami); Kentucky (Louisville); Massachusetts (Boston); Oregon (Portland)

Factors such as the widespread corporate restructuring of the 1980s, international pressures, and technological advancement have created a youth employment crisis. Schools cannot singlehandedly educate students for the new jobs of the 1990s because they lack the understanding of today's workplace needs, technology, and funding. Employers, community agencies, and schools must pool their resources and work together to develop effective youth transition programs. The experiences of four cities with demonstrated commitments to education reform (Boston, Massachusetts; Miami, Florida; Louisville, Kentucky; and Portland, Oregon) were studied to identify strategies that could be replicated by other communities interested in addressing their youth employment problems by developing community youth transition programs. Hearings in the four cities established the following elements as crucial to successful community-based school-to-work transition programs: community collaboration, school effectiveness, school-to-work transition services, and measurements and credentials. A blueprint for action was proposed that calls collaboration at the community level and the formation of two bodies: coalitions of concerned citizens to shape the vision of and monitor the effectiveness of their community's youth transition program and an office of youth transition services to facilitate long-term implementation of the youth transition program. (Contains 52 references.) (MN)

ED 403 422 CE 073 271

Allison, Stan; And Others
Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
PUB DATE- 96
NOTE- 14p.; Michigan Adult Education Practitioner Inquiry Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; *Adult Literacy; Adult Students; *Cloze Procedure; Literacy Education; *Readability; *Reading Comprehension; Reading Instruction; *Reading Tests

four steps of the organizational learning cycle (widespread generation of information, integrating new/local information into the organizational context, collectively interpreting information, authority to take responsible action based on interpreted meaning); (5) theory and research regarding the organizational learning cycle (conditions enhancing collective interpretation of information, organizational dialogue, changing tacit organizational assumptions); (6) accelerating the organizational learning cycle (strategic search conferences, principles); (7) developing managers for organizational learning (situating learning in real work, defining less central roles for experts, spaced vs. compressed time frames, community vs. individual learning); (8) defining a culture that supports learning (nature of reality/truth, time, human nature, human relationships, and causality); and (9) beyond organizational learning. Contains 24 figures/tables and 103 references. Appended are definitions of organizational learning and a glossary. (MN)

ED 403 440 CE 073 308

Waidelich, William D.; Hillison, John
Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
PUB DATE- Dec 96
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Agricultural Occupations; Behavioral Objectives; *Competence; Competency Based Education; *Curriculum Development; *Job Skills; *Occupational Safety and Health; Safety Education; Secondary Education; Vocational Education
IDENTIFIERS- *Ohio

A model was developed for determining critical secondary vocational occupational competencies as rated by industry representatives. The method used to generate the information was an item analysis of competencies that industry experts identified as core competencies in the Ohio Competency Analysis Profile (OCAP) process. The study identified the importance of core competencies in 10 agricultural occupations and determined the critical core of occupational competencies in each of the occupations. Ratings were made by 222 agricultural employees (of 500 surveyed). Conclusions and recommendations from the study included the following: (1) industry workers can rate needed competencies and should be involved in doing so; (2) an important core exists in the area of safety instruction and should be taught to students studying all 10 agricultural worker categories; and (3) other vocational service areas should follow the model of agricultural education by conducting similar studies in appropriate worker categories. (Author/KC)

ED 403 441 CE 073 315

Tovey, Philip
Quality Assurance in Continuing Professional Education. An Analysis.
PUB DATE- 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

1996. This table lists the model/practice/strategy with program/organization and indicates model/practice/strategy characteristics in these categories: program/organization type, setting, majority of students' primary disability, and majority of students' age. The last item in the packet is a nomination form for the fifth and final round. (YLB)

ED 403 459 CE 073 387

Wichowski, Chester P.; Walker, Thomas J.
Using Qualitative Research To Define Statewide Professional Personnel Development.
PUB DATE- Dec 96
NOTE- 36p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Inservice Teacher Education; Interviews; Needs Assessment; Postsecondary Education; Preservice Teacher Education; *Professional Development; Program Evaluation; *Qualitative Research; Research Methodology; Secondary Education; State Programs; Statewide Planning; *Vocational Education Teachers
IDENTIFIERS- *Pennsylvania

The Temple University Center for Vocational Education Professional Personnel Development (PPD), one of three regional centers in Pennsylvania, used qualitative strategies for steering PPD programs. Center personnel found that collecting quantitative data was absolutely necessary to determine whether objectives were being met, but was not always sufficient for making informed judgments. The decision-making process benefitted from the integration of qualitative strategies into the formative and summative evaluations of PPD programs and activities. Three strategies were especially helpful in collecting information and applying it in a formative manner to illuminate work/initiatives in progress. The first strategy was a semi-structured interview technique selected to collect information on the effect a redesigned performance evaluation requirement, used for awarding provisional certification to vocational teachers, was having on intern teachers. The second strategy, a behavioral event interview method, was used to collect information on how a shift in the locus of management (from Temple University to local school district) of a teacher leadership program was affecting teachers and students in the eastern region. The third strategy used a combination of quantitative and qualitative procedures to report findings for the annual evaluation/needs assessment of the center's Professional Development Advisory Committee. (Appendixes contain 18 references and instruments.) (YLB)

ED 403 460 CE 073 402

Houser, Jim
Findings from Vocational Education in the United States: The Early 1990s.
PUB DATE- Nov 96
NOTE- 28p.; Excerpted from ED 388 841.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Class Size; Community

Journal of Training and Development'" (William J. Rothwell) describes the journal's scope and emphasis and offers suggestions for the submission of articles. "Publishing in 'Adult Education Quarterly'" (John M. Dirkx, Sean Courtney) provides an overview of "Adult Education Quarterly" (AEQ), including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications of HRD and adult education. Papers contain references. (YLB)

ED 403 478   CE 073 497

Core Directions in HRD.
PUB DATE- 96
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Adult Education; Change Agents; Change Strategies; Developmental Programs; Foreign Countries; *Holistic Approach; Human Resources; Job Training; *Labor Force Development; *Managerial Occupations; Models; *Organizational Change; Organizational Climate; Organizational Communication; Organizational Development; Work Ethic
IDENTIFIERS- Canada

This document consists of four papers presented at a symposium on core directions in human resource development (HRD) moderated by Verna Willis at the 1996 conference of the Academy of Human Resource Development. "Reengineering the Organizational HRD Function: Two Case Studies" (Neal Chalofsky) reports an action research study in which the researcher was an advisor/consultant to task groups of a department-level government agency and a regional telecommunications company charged with formulating new operating structures for HRD functions that would to be more responsive to changing conditions. It discusses three key ingredients of both models developed: internal change agents, consulting approach, and learning as part of the organization culture. "Emerging Trends in HRD and OD (Organizational Development) Based on Organization Assessments" (M. Susan Dougherty, Sherrie Ford) describes a qualitative study to identify trends based on organization-wide assessments that relied on the words of workers and potential learners. Findings reveal management, communication, and training as the key areas of need. "The Emergence of a New Paradigm: Spirituality and Work" (Elaine Lyford-Nojima) explores the reasons for a change to a more holistic approach to work by workers, responses of work organizations to the change, and implications of the idea that "we live to work." "Looking through a New Lens: Different Views of HRD" (Darlene F. Russ-Eft) presents research that validates three views of HRD: development focused, issue linked, and strategic. Papers contain references. (YLB)

ED 403 479   CE 073 498

Learning Organization.
PUB DATE- 96
NOTE- 20p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3,

(MN)

ED 403 496 CE 073 515

Status of HRD Research.
PUB DATE- 96
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Change Strategies; Conferences; Educational Cooperation; *Educational Research; *Employer Employee Relationship; Foreign Countries; *Industrial Training; Information Sources; *Labor Force Development; Partnerships in Education; Performance Technology; Personnel Management; *Research Methodology; *Scholarly Journals; School Business Relationship; Strategic Planning; Theory Practice Relationship; Transfer of Training; Unions
IDENTIFIERS- Academy of Human Resource Development; Denmark; Ford Motor Company; Learning Organizations; United States; University of Georgia

This document contains four papers presented at a symposium on the status of human resource development (HRD) research moderated by Barry Johansen at the 1996 conference of the Academy of Human Resource Development. "An Exploration of the Type of Research Appearing in the AHRD Conference Proceedings" (David E. Arnold) reviews and classifies the research appearing in the AHRD conference proceedings in 1994-1995. "Identifying Core Journals for HRD Research: Process and Results" (Catherine M. Sleezer, James H. Sleezer, R. Wayne Pace) discusses their identification of 258 journals that published 1,290 refereed human resource development (HRD) research-related articles in 1980-1994 and 18 journals that each published more 15 articles during the same period. Anders Vind's paper "HRD Research and Trade Union Cooperation" describes how research-based cooperation with trade unions in Denmark has proved to be a productive development within the field of HRD research. "Theoretical, Conceptual, and Methodological Issues Surrounding a Large Scale Change Effort: The Ford Motor Company/University of Georgia Manager as Instructor Research Project" (Karen E. Watkins et al.) traces the evolving role of managers as educational leaders for the learning organization and evaluates the effectiveness of the manager-as-instructor approach as implemented by the Ford Motor Company in Georgia. Papers contain references. (MN)

ED 403 497 CE 073 516

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
PUB DATE- 96
NOTE- 13p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; *Educational Research;

"Transcultural Counseling and the Hispanic Community" (Maria J. Beals and Kenneth L. Beals); (10) "Transcultural Counseling and the People of Asian Origin: A Developmental and Therapeutic Perspective" (Jia Wevhao and others); (12) "Evaluation and Assessment for Transcultural Counseling" (J. Ronald Quinn); (13) "Curriculum Trends in Transcultural Counseling in Counselor Education" (Edwin L. Herr and Ellen S. Fabian). A summary, "Bilateral and International Perspectives" (John McFadden), concludes the book. (LSR)

ED 403 515 CG 027 508

Bryant, B. K., Comp.
Counseling for Racial Understanding.
PUB DATE- 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Change Strategies; *Community Change; *Counseling Techniques; Cultural Context; Ethnic Stereotypes; Fear; *Minority Groups; *Multicultural Education; Psychological Patterns; *Racial Attitudes; *Racial Bias

This book is a practical guide for professional counselors and others concerned with evaluating and reducing the effects of prejudice. It is based on the concept that before victims of prejudice can be helped, the nature of prejudice and its effect on all individuals must be understood. Full of real-world advice, this book addresses how to identify the problem, handle prejudice-related events, initiate post-event counseling, meet the needs of the victims, counsel those who act on feelings of racism, and bring about permanent change. Chapters are: (1) Prejudice and Its Forms of Expression; (2) Characteristics of Affected Populations: People Who Are Prejudiced; (3) Characteristics of Affected Populations: People Who Are the Targets of Prejudice; (4) Defining a Prejudice-Related Event; (5) Short-Term Responses to Overt Events; (6) Establishing an Environment for Community-Directed Counseling; and (7) Foundations for Permanent Change. Contains 10 references and an annotated resource list. (LSR)

ED 403 516 CG 027 511

Dworkin, Sari H., Ed.; Gutierrez, Fernando J., Ed.
Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
PUB DATE- 92
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asian Americans; Blacks; Counseling Effectiveness; *Counseling Techniques; Counselor Client Relationship; Developmental Stages; *Ethnicity; Family Counseling; Hispanic Americans; *Homophobia; *Homosexuality; *Lesbianism; Marriage Counseling; Minority Groups; *Sexuality; Violence
IDENTIFIERS- African Americans; Bisexuality; Latinas; Latinos

In the past decade, assisting gay and lesbian clients with the coming out process, helping clients to manage stigmatized identities, and assisting counselors in removing their homophobic attitudes were the first priorities in dealing with

Strategies; *Remedial Reading; *Self Efficacy; Skill Development
Two experiments investigated the effects of sources of strategy information on children's acquisition and transfer of reading outcomes and strategy use. Children with reading skill deficiencies received comprehension instruction on main ideas. In the first experiment, the final sample comprised 33 students (21 fourth graders, 12 fifth gaders) drawn from one elementary school. The 19 boys and 14 girls ranged in age from 9 years 7 months to 12 years 7 months. Although different socioeconomic backgrounds were represented, children predominantly were lower-middle class. Ethnic composition of the sample was: 40% Hispanic American, 28% Black, 26% White, 6% Asian American. Teachers initially nominated 34 children for participation; one student was randomly excluded from the appropriate cell to equalize condition sizes. Subjects regularly received remedial reading comprehension instruction. Students had been placed in remedial classes by the school district because they scored at or below the 30th percentile on the reading subtest of the SRA (Science Research Associates) Survey of Basic Skills, 1985. Some students were taught a comprehension strategy, while others received strategy instruction and strategy value feedback linking strategy use with improved performance, and controls received comprehension instruction without the strategy. In the second experiment, students (N = 33, 13 boys, 20 girls) were drawn from one elementary school. Ages of the 15 fourth graders and 18 fifth graders ranged from 9 years 9 months to 12 years 4 months. All students were enrolled in remedial reading classes because they scored in the lowest 30th percentile of the reading subtest of the SRA Survey of Basic Skills. Subject characteristics and selection procedures were similar to those of Experiment 1. Ethnic composition of the sample was: 46% Hispanic American, 30% White, 18% Black, and 6% Asian American. These students were taught the comprehension strategy or received instruction without strategy training, after which they were given comprehension instruction on locating details. Some children were taught to modify the strategy; others did not employ the strategy on details. Results indicated that children who received strategy value feedback (in the first experiment) and strategy modification instruction (in the second experiment) demonstrated the highest self-efficacy, skill, strategy use, and transfer. Findings support the idea that remedial readers benefit from information about strategy usefulness. (Two tables of data are included; 45 references are attached.) (RS)

ED 403 535   CS 011 306

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
PUB DATE- 92
NOTE- 143p.; For the English version, see ED 331 001.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Environment; *Critical Thinking; Elementary Secondary Education; Foreign Countries; Instructional Materials; Learning Strategies; Metacognition; *Student Evaluation; *Teacher Role; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Alberta
This resource book is intended to help teachers and schools enhance their teaching of thinking, and to make their teaching

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Case Studies; *Cultural Influences; Higher Education; Interviews; *Minority Group Teachers; *Personal Narratives; Qualitative Research; Research Methodology; *Self Concept; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Cultural Sensitivity; Feminist Pedagogy; *Researcher Subject Relationship

A research project examined the issues of how teachers' cultural identities and school experiences affect their definitions of themselves as teachers, and how their identities affect their teaching. The project was a qualitative inquiry, based on reciprocal and interactive relationships. Researchers began by identifying education students who stood out as being aware of and articulate about the influence of race, gender, language, ability, and ethnicity. Six such students were invited to participate in a research project focusing on the contributions of minority teachers. Researchers asked questions about personal information, teaching experience, school diversity, multicultural educational practices, and teaching strategies. From their notes, researchers prepared biographies, then submitted them to the interviewees for feedback and corrections. Overall, student teachers saw themselves as distinct from the white, male, middle class norm. Participants had respect for diversity and did not view it as a barrier. The student teachers believed they needed to facilitate the changes necessary to make students feel legitimate. All saw passion as a force for change in teaching. In some the passion expressed itself as anger; in others, excitement. All sought the means to enact culturally relevant pedagogy. Findings revealed that the more conscious individuals are about efforts to assimilate into the culture, the less threatening are their differences to others such as students and parents. (Contains 27 references.) (SG)

ED 403 555 CS 214 254

English Language Arts. Alabama Course of Study. Bulletin 1993, No. 37.
PUB DATE- Sep 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Language Arts; Outcomes of Education; Program Descriptions; Public Schools; State Curriculum Guides; *State Standards; Writing Evaluation; Writing Instruction
IDENTIFIERS- *Alabama

This book provides the framework for the language arts core curriculum in Alabama's K-12 public schools. Course content, presented as student outcomes in the book, is minimum and required by state law. Student outcomes are specific but not exhaustive. In addition to the prescribed core program, the book contains an introduction; program goals and value statements; a conceptual framework and narrative; trends, issues, and position statements; course narratives; appendixes that include Alabama Learner Outcomes and guiding principles

Test; *Word Learning; *Words

Based on the idea that knowing which words to use and how to use them are keys to an individual's getting the most from his or her mind, this book aims to improve people's vocabularies. To find out which words should be known, research into the vocabularies of educated adults was conducted by "The Princeton Review." Newspapers from "The New York Times" to "The Wall Street Journal," magazines from "Time" to "Scientific American," and books from bestsellers to classics were analyzed. The book incorporated research on necessary words for those students taking the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the Graduate Record Exams (GRE) also. It focused on the words that people misunderstand or misuse, and from these, selected the 823 words that appeared most frequently. The book contains many word drills and special lists of common usage errors, most frequently tested words on standardized tests, and foreign phrases, abbreviations, and terms that a person needs to know to understand finance, science, computers, and the arts. According to the book, knowledge of the 823 words discussed will help a person to communicate effectively, be more persuasive, get more from his/her reading, and score higher on standardized tests. (NKA)

ED 403 575 CS 215 657

Robinson, Adam; And Others

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.

PUB DATE- 96

NOTE- 303p.; Reprint of 1992 version. For the revised edition of "Word Smart," see CS 215 656.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Books (010)

DESCRIPTORS- Drills (Practice); Higher Education; Independent Study; Persuasive Discourse; *Student Needs; *Vocabulary; *Vocabulary Development; *Vocabulary Skills

IDENTIFIERS- Graduate Record Examinations; Scholastic Aptitude Test; *Word Learning; *Words

Taking up where "Word Smart" (published in 1988) left off, this book aims to expand the educated person's vocabulary with 848 more words. Besides different words, the book features a special emphasis on correct pronunciation--so that embarassament can be avoided by those who speak up in class or who try to impress their friends with their growing linguistic virtuosity. The book also contains new drills to help a person learn and remember words and a continuation of the list of words to know for the Scholastic Aptitude Test (SAT) and the Graduate Record Exam (GRE). (NKA)

ED 403 576 CS 215 658

Mincey, Kathryn

The Impact of KERA Writing Portfolios on First-Year College Writers.

PUB DATE- Mar 96

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

in the book are: (1) how to manage the costs involved with a publishing center; (2) how to solicit and retain parent volunteers; (3) how a school publishing center fits into classroom goals; (4) book assembly ideas and instructions; and (5) illustration options. (CR)

ED 403 595 CS 215 719

Lee, Robert E.
A Copyright Guide for Authors.
PUB DATE- 95
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *Authors; *Copyrights; *Laws; *Legal Responsibility; Publications; Publishing Industry; *Writing for Publication
IDENTIFIERS- Copyright Compliance

This book provides a commentary on the current copyright law as it affects authors of creative works, intended for authors as well as for business people who need to know more than just the fundamentals. The book has application for novelists, playwrights, poets, biographers, journalists, historians, educators, artists, designers, musicians, composers, performers, choreographers, photographers, architects, engineers, and computer programmers. The book's chapters include: (1) subject matter; (2) copyright ownership; (3) exclusive rights; (4) copyright notices; (5) termination of grants; (6) renewals; (7) copyright transfers; (8) deposit and registration; (9) copyright duration; (10) copyright infringements; and (11) international aspects. The first chapter gives an overview of copyright law as well as subject matter. The second chapter shows the evolution of copyright from its origin in Great Britain until the present. Other chapters include information on wills and inheritance and publication, and other topics of special interest to authors. (Case citations, official copyright forms, a list of countries with which America has international copyright relations, and a circular on GATT (General Agreement on Tariffs and Trade) Copyright provision basics are appended.) (CR)

ED 403 596 CS 215 720

Dossin, Mary Mortimore
Straight Talk and Honest Writing.
PUB DATE- Feb 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College School Cooperation; Cooperative Programs; *Educational Cooperation; Higher Education; Secondary Education; Teacher Participation; *Teacher Workshops; Teaching Methods; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Collaborative Learning; *State University of New York Coll at Plattsburgh; *Writing Conferences

Collaboration is an important concept in education today. Writing teachers are encouraged to collaborate with instructors in different disciplines and at different levels, and to set up involves a complex interaction of culture, knowledge, power, and voice. Meanwhile, the basic communication course has traditionally relied on a pedagogical model that incorporates the assumptions, values, and methods of Western culture and philosophy. A critical pedagogist might design a basic course which would: (1) address rhetorical theory, rather than teach persuasive skill; (2) teach students to make rhetorical choices, not to use a set of rhetorical tools; (3) teach canonicity, not the canon; (4) teach civic responsibility rather than individual communication proficiency; (5) teach rhetorics, not rhetoric; and (6) teach popular culture, not speech making. (Contains 21 references.) (Author/CR)

ED 403 617 CS 509 415

Converse, Terry John
Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
PUB DATE- 95
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Acting; *Class Activities; *Drama Workshops; Experiential Learning; Production Techniques; *Professional Training; *Theater Arts; *Theory Practice Relationship
IDENTIFIERS- *Directing (Theater); Dramatic Theory

This comprehensive guide for instructors and students is designed for both beginning and advanced courses in directing for the theater. The guide presents the basic concepts of directing progressively and is the only directing text that combines theory with "hands-on" participation units. The exercise-driven guide's approach is totally experiential. The exercises in the guide make very specific demands and present very specific problems, but nver assume that there is only one way to direct. The guide offers suggested pathways of learning, providing challenging excursions, each of which is meant to culminate in miniature but complete "pieces of art." The 7 sequential chapters in the guide are: (1) Creating the Directing Workshop; (2) The Silent Seven; (3) Justifying Movement; (4) Ground Plan Exercises; (5) Open Scene Exercises; (6) Closed Scene Exercises; and (7) Supporting Parts. An afterword and a list of works cited conclude the guide. (NKA)

ED 403 618 CS 509 416

Tamada, Yutaka
Critical Review of Leech's (1983) Proposal about Politeness.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Open Scene Exercises; (6) Clos
DESCRIPTORS- *Cultural Context; *Cultural Differences; Foreign Countries; Higher Education; Japanese; Japanese Culture; *Language Usage; *Social Behavior
IDENTIFIERS- Grice (H P); *Leech (Geoffrey N); *Politeness

In Japanese society, it is inevitable to use polite expressions in public. Adult Japanese must use polite expressions whenever demonstrated enhanced levels of social organization reflective of effective schools. In addition, two intervening variables, principals' years of service with their present building and school staff size, were found to be significant predictors of principals' transformational leadership. (Contains 14 tables, 1 figure, and 76 references.) (LMI)

ED 403 638 EA 028 171

Turoczy, Autumn Tooms
Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
PUB DATE- Oct 96
NOTE- 29p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Career Development; *Educational Administration; Inservice Teacher Education; *Mentors; Occupational Aspiration; *Occupational Mobility; *Professional Development; Promotion (Occupational)

Much research has examined the career success of individuals participating in mentoring and administrator-preparation programs. This paper presents findings of a study that explored the experiences of 33 people who participated in an indistrict mentoring program for teachers aspiring to administrative positions. The purpose was to identify patterns that distinguished participants who became administrators from those who did not. Findings show that those who became administrators and those who did not perceived the program's function and opportunities differently. Participants who became administrators perceived signals from the school district and used them to understand the process of upward mobility. The career paths of aspirants who had mentors were different than the paths of those not mentored. Seven of the nine females who obtained a position had mentors. (Contains 2 tables and 71 references.) (LMI)

ED 403 639 EA 028 172

Mellard, Daryl; Seybert, Linda
Voices about School Suspension, Expulsion, and Safety.
SPONS. AGENCY- Kansas State Board of Education, Topeka.
PUB DATE- 25 Jul 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline Policy; Elementary Secondary Education; *Expulsion; Focus Groups; Public Opinion; *School Safety; School Security; Special Education; Special Needs Students; *Student Behavior; *Suspension; *Violence
IDENTIFIERS- *Kansas

A 1995 Kansas State Board of Education (KSBE) report investigated violence among students and the frequency of and basis for suspensions and expulsions among the state's student population. This paper presents findings of a study that examined educational stakeholders' perceptions of school suspension, expulsion, and violence in Kansas schools. Interviews were conducted with a total of 34 participants in 5 separate focus groups in 3 different Kansas cities. Each group

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; Learning Strategies; *School Restructuring; Standards; Student Evaluation; *Systems Approach; Teaching Methods; Total Quality Management

If schools are not changed in dramatic ways very soon, public schools will lose their place as a vital component of the American education system. The first three chapters of this book describe the crisis in American education, arguing that what the schools were designed to do no longer serves the needs of American society. The presence of educational technology is the major reason why schools must change and is a major tool to bring about that change. Chapter 4 proposes rethinking the role of schools through a focus on active learning and the issue of quality. Chapter 5 asserts that new schools cannot be invented without considering the centrality of beliefs and values. Chapters 6 and 7 take the position that the greatest barrier to school reform is that most school districts do not have the capacity to support reform at the level of school buildings and classrooms. The chapters examine ways to assess and create district capacity. Chapter 8 shows how the properties of school districts affect the operation of schools and classrooms. Changing student work to promote student engagement is the focus of chapter 9. Chapter 10 addresses issues in student evaluation. The 11th chapter presents a general discussion of the problems and prospects of leading systemic change. The final chapter offers an action plan for school reform. One table, three figures, an index, and appendices containing two sample action plans are included. (LMI)

ED 403 659 EA 028 209

Picus, Lawrence O., Ed.; Wattenbarger, James L., Ed.
Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
PUB DATE- 96
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Court Litigation; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditures; Financial Support; Public Schools; *Resource Allocation; *School District Spending; Statistical Data; *Tax Allocation; Teacher Salaries

The 13 Chapters in this book address the important issue of how schools and school districts allocate their resources. The book summarizes the emerging research in educational resource allocations (tax dollars) at the district, school, and classroom levels. Following the preface by Lawrence O. Picus, the chapters include: (1) "Why Do We Need to Know What Money Buys? Research on Resource Allocation Patterns in Elementary and Secondary Schools" (Lawrence O. Picus and Minaz B. Fazal); (2) "The Quest for Equalized Mediocrity: School Finance Reform without Consideration of School Performance" (Eric A. Hanushek; (3) "Money Does Matter: A Research Synthesis of a New Universe overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and presents specific information for presenting Module 4, which focuses on the impact of a child with special needs on family functioning. After an introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of various family configurations, implications of family order and position, stress factors affecting family members, potential abuse factors, plans for alleviating stress, and sources of help. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB)

ED 403 678 EC 302 316

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 103p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; Caregiver Speech; Child Caregivers; Day Care; *Disabilities; Imitation; Individual Differences; Infants; Inservice Education; *Interpersonal Communication; *Language Acquisition; Language Processing; *Listening Skills; Preschool Education; *Sensory Integration; *Special Needs Students; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); a user's guide to the series; and specific information for presenting Module 5, which focuses on the development of listening skills and sensory integration in the preverbal child. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of prelinguistic communication, the importance of sensory integration, listening in relation to bonding and attachment, tuning into the infant's personal style, strategies to encourage vocal imitation, subskills and categories of language development, and the encouraging language environment. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB) preferences; planning goals and following through; seeking assistance when needed; recognizing and asserting personal rights; negotiating for choices; and respecting the preferences of others. The curriculum is based on the need for self-determination to be: taught through both indirect and direct means; ingrained early in student repertoires; nurtured in day-to-day activities; and infused into school, community, and home instruction. The program kit consists of: (1) four types of assessment forms, for determining initial placement, progress, mastery, and Individual Education Plan participation; (2) teaching cards, including simulation cards, which provide teachers with information on the simulation purpose, preparation and materials, simulation activities, and evaluation; coincidental teaching cards which allow recordkeeping of planned teaching incidents; and school cards which facilitate communication between home and school; (3) an explanation of the teaching procedure; and (4) an inservice development guide. Computer diskettes with all the teaching cards and forms are available for both Macintosh and PC computers. (DB)

ED 403 696 EC 305 247

Belfiore, Phillip J.; Toro-Zambrana, Wanda
Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Assertiveness; Case Studies; Communication Disorders; *Community Based Instruction (Disabilities); Elementary Secondary Education; *Evaluation Methods; Nonverbal Communication; *Personal Autonomy; *Severe Disabilities; *Severe Mental Retardation; Training Methods
IDENTIFIERS- *Choice Behavior

Because the communication skills of people with significant disabilities are often limited, ordinary choices often elude them. This guide provides step-by-step instructions to help care-providers recognize the choices made by people with severe disabilities, especially those natural cues which indicate an individual's preferences. It discusses community-based opportunities for choice-making, focusing on: (1) identification of sites in the community and behavior assessment, (2) identification of behaviors and instructional assessment, (3) identification of choice-making opportunities and choice assessment, and (4) continued assessment and follow-up. For each topic, an example and a self-check procedure are provided. A case study illustrates application of these principles in more depth. The final chapter stresses the importance of assessing behaviors and skills in the repertoire of each individual in order to target those which assist choice-making in community-based settings. (Contains 47 references.) (DB)

ED 403 697 EC 305 248

Agran, Martin; Moore, Stephen C.
How To Teach Self-Instruction of Job Skills. Innovations: AAMR

Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.

PUB DATE- Nov 96

NOTE- 58p.; Paper prepared for a Symposium on CBR Evaluation and Research (Bangalore, India, December 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Programs; *Cultural Influences; Cultural Traits; *Delivery Systems; Developing Nations; *Disabilities; Foreign Countries; History; Information Technology; *Mental Retardation; *Rehabilitation Programs; Research Needs

IDENTIFIERS- *Asia (South); *Community Based Rehabilitation; India; Pakistan

This paper reviews research and evaluates information gathered on disabilities and service development in South Asia, especially India and Pakistan. The concept of "community-based rehabilitation" (CBR), which stresses the need for rehabilitation efforts rooted in the context of local cultural concepts, is discussed. The paper emphasizes the necessity of integrating philosophical and anthropological perspectives into disability information development and community-based rehabilitation programs. The paper recommends rehabilitation efforts that incorporate indigenous disability-related practices, such as casual educational integration, and that integrate local concepts of the child, personhood, ability, disability, and relationships. A review of South Asian information resources, especially those concerning mental retardation, suggests the difficulty of developing indigenous knowledge production when Western material is easily accessible. The historical development of some Asian and European community responses to disability is outlined as background for a description of the rise of CBR programs in India and Pakistan during the 1980s. Among issues discussed are CBR training, information technology, program evaluation, and the roles of foreign rehabilitation professionals and aid and development organizations. (Contains 247 references.) (DB)

ED 403 715 EC 305 280

Young People with Cancer: A Handbook for Parents. Revised Edition.

PUB DATE- 88

NOTE- 96p.; For first edition, see ED 225 343.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; *Cancer; Children; Clinical Diagnosis; *Coping; Emotional Adjustment; Family Life; *Medical Services; Parent Child Relationship; *Parent Role; Symptoms (Individual Disorders); *Therapy; Young Adults

IDENTIFIERS- Leukemia

This book informs parents and families of children and young adults with cancer about the most common types of cancer in the young, treatments and their side effects, and common issues that arise with a cancer diagnosis. Aspects of the disease, including characteristics of leukemia and solid tumors, are described. Treatment issues discussed include hospitalization, surgery, chemotherapy, radiation therapy, treatment side behavior patterns. Appendices provide blank "record cards" for student monitoring of social behavior in a variety of situations. (PB)

ED 403 733 FL 021 134

Bailey, Tandy, Ed.
Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
PUB DATE- 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; Cultural Awareness; Cultural Differences; *English (Second Language); English for Academic Purposes; Error Correction; Foreign Countries; Higher Education; Humor; Independent Study; Instructional Materials; *International Education; Japanese; *Language Proficiency; Literature Appreciation; Native Speakers; Plagiarism; Science Experiments; Secondary Education; Second Language Instruction; Second Language Learning; Stereotypes; Student Evaluation; Vocabulary Development
IDENTIFIERS- China; *Content Area Teaching; Japan

Articles on various aspects of second language teaching include: "Global Education Language Teaching Activities" (Kip A. Cates); "Classroom Management in Japanese Colleges and Universities: Some Practical Approaches" (Paul Wadden, Sean McGovern); "Control: An Independent Learning Model" (Don Maybin, Lynn Bergschneider); "Differences in Native and Non-Native Teachers' Evaluation of Japanese Students' English Speaking Ability" (Yuji Nakamura); "Countering Language Plagiarism: A Materials Approach" (Paul Fanning); "Generativism and Behaviorism Reconciled: A Perspective into EFL Teaching in China" (Han Jie); "Vocabulary Caruta" (Alice Svendson); "Activities for the Pre- University Content-Based Classroom" (Al Liebman); "Literature and Furniture: Teaching Literature by Analogy" (Wisam Mansour); "Raising Awareness of Stereotypes" (R. Ken Fujioka); "Errors, Humor, Depth, and Correction in the Eisakubun' Class" (Robert W. Norris); and "Science Experiments in English Class?" (R. Ken Fujioka, Laurie Tellis). Additional book reviews, publications notices, and professional announcements are included. (MSE)

ED 403 734 FL 022 062

Minami, Masahiko
English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
PUB DATE- 6 Mar 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Baltimore, MD, March 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Cultural Influences; English; Foreign Countries; Japanese; Language Patterns; Language Usage; *Mothers; *Parent Child Relationship; *Parent Role; *Speech Habits; *Young Children
IDENTIFIERS- Canada; Japan; United States

Japanese. The instructional unit described is part of an introductory course in political science. Contains 52 references. (MSE)

ED 403 752 FL 024 374

Bautista, Andreliz; And Others
Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- Fulani; English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- African Languages; *English; Foreign Countries; Form Classes (Languages); *French; *Fulani; Grammar; Uncommonly Taught Languages; Vocabulary; Voluntary Agencies; Volunteer Training
IDENTIFIERS- *Bilingual Dictionaries; *Niger; Peace Corps

This dictionary of Fulani (Fulfulde) is designed for Peace Corps volunteers serving in Niger, and reflects daily communication needs in that context. A brief introduction to pronouns and verb endings precedes the dictionary text. The dictionary is presented in two sections. The first lists English words alphabetically and their translations in both French and Fulani, noting the Fulani words that are verbs, and the singular and plural forms of nouns. The second section lists words alphabetically in Fulani, with French and English translations. (MSE)

ED 403 753 FL 024 375

Gravelle, Maggie
Supporting Bilingual Learners in Schools.
PUB DATE- 96
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Bilingualism; Classroom Techniques; Curriculum Design; *Educational Environment; Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Maintenance; *Language Role; *Language Skills; Language Usage; Native Language Instruction; Policy Formation; Program Design; Skill Development; Student Rights

Starting from the perspective that bilingualism is an asset, the book describes approaches and strategies for schools to adopt that support and develop the skills of bilingual learners. A theoretical framework and research on which it is based are outlined, and suggestions are made for classroom strategies and procedures. The first chapter discusses the issues of entitlement and provision for bilingual learners in the British context, and the second reviews research on language development, particularly as it relates to bilingualism. The third chapter outlines reasons for valuing first languages in the schools, and the fourth looks at the distinctive language of the school environment, its effect on bilingual students, and the specific needs of bilingual learners new to a school in which their home language is not the language of instruction. Chapter five discusses explanations of and remedies for the underachievement of bilingual students under the National Curriculum in Britain. The final chapter examines the relationship between policy and practice, and makes

Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *French; *Immersion Programs; Interlanguage; Longitudinal Studies; Memory; Oral Language; *Phonology; *Reading Achievement; Second Language Learning; *Transfer of Training; *Vocabulary

A study investigated how skills involved in phonological processing (phonological awareness, verbal working memory, and lexical access) are related to reading achievement when a child learns to read in a language not spoken at home. Subjects were 151 English-speaking children in a French immersion program, initially in grades 1, 3, and 5 in 1995. Subjects were tested in the winter semester of those grades, and again in the following winter semester (1996). At each testing, measures were taken of phonological awareness and reading achievement in French and English, and of nonverbal reasoning, speed naming, and pseudo-word repetition in English only. Initial testing indicated that phonological awareness in either French or English was equally predictive of reading achievement in French, suggesting a transfer of learning between the home language and formally taught language. Speed naming and verbal working memory did not make a unique contribution to the prediction of reading achievement in French or English beyond the effects of phonological awareness. Further analysis will measure maintenance of this pattern of results over time. (Author/MSE)

ED 403 775 FL 024 403

Layzer, Carolyn; Sharkey, Judy
Proficiency, Portfolios, and Learner Development in the Reading Classroom.
PUB DATE- Mar 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; College Freshmen; Course Descriptions; *Course Organization; Educational Strategies; English (Second Language); Foreign Countries; *Intensive Language Courses; Language Proficiency; Media Selection; *Portfolios (Background Materials); *Reading Instruction; *Second Languages; Student Development; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *Japan

Experiences in teaching a first-year reading course in the intensive English program at Kansai Gaidai Junior College (Japan) are discussed. In the period described, there were six classes of 16 students each. A proficiency-oriented approach incorporating a learner development component was adopted to facilitate the transition from traditional language instruction to communicative language learning and use. An objective was to technologies. The current status of telecommunications supported distance learning in Missouri high education is detailed for the specific areas of Internet services, Community Information Networks, video networks, satellite downlinks, and degree programs offered through cooperative arrangements. Extensive recommendations are addressed to the Governor and General Assembly, the Coordinating Board for Higher Education, other state agencies, educational partnerships, and individual institutions. These focus on increasing access, development of a voice/video/data network, expansion of the state information technology system, adoption of a common data exchange system, and statewide access to library resources. A time-frame for implementing recommendations is also provided. Eight appendices provide detail on personnel involved in the report, reports from affinity groups, and lists of current distance education programs. (Contains 13 references.) (JLS)

ED 403 794 HE 029 799

Diket, Read M.; Lockley, Jeannie M.
Assessing Needs of Graduate Students at William Carey College.
PUB DATE- 10 Jan 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; Educational Facilities; Graduate Students; Higher Education; *Needs Assessment; Participant Satisfaction; Program Evaluation; School Schedules; *Student Attitudes; *Student College Relationship; Surveys
IDENTIFIERS- *William Carey College MS

Summer 1995 saw an increased enrollment in graduate study at William Carey College (Mississippi) and this rapid growth established a need for student input concerning graduate courses. Graduate staff were largely interested in student satisfaction particularly with course offerings, time and location of offerings, and future interests of students. A survey was given to graduate students at the college in the summer of 1995 to determine if the needs of the students were being met. The survey consisted of 30 questions concerning the graduate program. The survey contained additional questions concerning demographics of those answering the survey. Respondents (N=133) were students in nine graduate classes, randomly selected from the course listings of the main campus and branches. Time of day for course offerings was ranked the highest priority by the graduate students. Students expressed overall satisfaction with the program. Studying in groups with sample questions was seen to be useful advance preparation for comprehensive exams. The students wanted a more updated library facility. The students were not satisfied with the limited offerings for projected class schedules. (Author/JLS)

ED 403 795 HE 029 801

Sagaria, Mary Ann Danowitz; Burrows, Joanne M.
Higher Education Urban Community Service: From Periphery to Core?
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

contributed over $217 million to the South Florida economy during fiscal year (FY) 1994. Although the university is best known for its distance education programs, nearly 80 percent of NSU's budget remained in South Florida, contributing to the local economy as the money was spent and respent. NSU made direct expenditures of nearly $71 million in Broward County alone in FY 1994. Nearly 75 percent of the university's students are Florida residents, with nearly 30 percent permanent residents of Broward County. On January 1, 1994, Nova University merged with Southeastern University of the Health Sciences to form NSU. Construction of a new $40 million Health Professions Division complex began on NSU's Davie campus in Fall 1994, contributing to the university's expected growth in enrollment and impact on the South Florida economy. (Contains 16 references.) (MDM)

ED 403 815 HE 029 860

MacFarland, Thomas W.
Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
PUB DATE- Aug 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *College Students; Departments; *Enrollment Trends; Higher Education; Racial Differences; Sex Differences; *Student Characteristics; *Universities
IDENTIFIERS- *Nova Southeastern University FL

This report summarizes enrollment trends at Nova Southeastern University (NSU) in Fort Lauderdale, Florida, from calendar years 1990 through 1994. Due to the January 1, 1994, merger between Nova University and Southeastern University of the Health Sciences and the incompatibility of their respective information management systems, students in the Health Professions Divisions were excluded from this study. Unduplicated, cumulative headcount increased 12.8 percent over the period, from 17,155 students in 1990 to 19,351 students in 1994. The university awarded 283,217 credits in 1994, an increase of 17.3 percent over the 241,389 credits awarded in 1990. Though the student sex ratio remained steady at 61 percent female and 39 percent male over the period, the number of White students declined from 71 percent in 1990 to 65 percent in 1994, due to sizeable increases in the percentage of African-American and Hispanic students. Although NSU is known for its distance education programs, nearly 50 percent of instruction took place on one of the university's South Florida campuses, and nearly 80 percent of all instruction took place in Florida. Enrollment data for specific NSU schools and programs are included. (MDM)

ED 403 816 HE 029 861

MacFarland, Thomas W.
Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
PUB DATE- Apr 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; *Enrollment Trends; *Geographic

covers report parameters such as sector groupings and range of years reported, defines terms used, and lists data sources. (CH)

ED 403 835 HE 029 880

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
PUB DATE- Dec 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); College Students; Community Colleges; *Computer Oriented Programs; Databases; Educational Mobility; Higher Education; *Information Management; Institutional Evaluation; Participant Satisfaction; Program Evaluation; State Colleges; Transfer Programs; *Transfer Students; *Two Year College Students; Upper Division Colleges
IDENTIFIERS- *California; California State University; University of California

This report is a staff review of an evaluation, conducted by the Carrera Consulting Group, of Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer), a program designed to facilitate the transfer of students at California community colleges to California State University and the University of California by providing electronic distribution of articulation agreements, basic campus information, and information on student transfer progress. A brief introductory section presents some background information and highlights some staff comments on the current evaluation. The five chapters of the evaluation report include: (1) introductory background and methodology information; (2) a summary of California public policy on transfer and articulation: (3) a review of the governance of Project ASSIST; (4) an assessment of the effectiveness and efficiency of the project; and (5) comments on the project's use of technology. The two appendixes to the report contain detailed compilations of the survey results, and a draft summary of the project's mission, vision, goals, and objectives. Appended to the report is a statement of membership, functions, and operations of the California Postsecondary Education Commission, and a list of other available reports. (CH)

ED 403 836 HE 029 881

West, Thomas W.; And Others
Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Change Strategies; Futures (of Society); Higher Education; Information Literacy; *Information Management; Innovation; *Leadership; Leadership Qualities; Leadership Styles; *Leadership Training; Management Development; *Organizational Change; *Technological Advancement; Theory

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Vocational Education; *Allied Health Occupations Education; Basic Skills; Behavioral Objectives; *Competency Based Education; *Employment Potential; Job Skills; Learning Activities; Medical Vocabulary; *Nurses Aides; Vocational English (Second Language); *Workplace Literacy

The Employability Skills Center (ESC) of the Division of Adult and Continuing Education (DACE) of the Sweetwater Union High School District (California) was created out of a need to help adult students develop the basic skills that are required for success in their chosen vocational programs but not taught in regular adult basic education classes. This document includes a brief introduction to the ESC and its procedures and the following materials developed for the ESC program to provide basic skills training to persons in the DACE's certified nurse assistant program: a study plan sheet; a vocabulary packet and key; three sample lesson plans and a list of suggested chapters from the Reading Attainment System series; computer- and instructor-generated study guides and keys from the Reading in the Workplace--Health Care series; certified nurse assistant text tests, a Cloze test, and vocabulary and idiom tests and keys. The certified nurse assistant materials, which are based on a competency-based instruction format, include a substantial number of instructional materials and exercises for vocational English as a Second Language. A 24-item of materials and computer software used in the nurse assistant program is included. (MN)

ED 403 385 CE 066 803

Jacobs, Lauren
New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
PUB DATE- 94
NOTE- 4p.; The "VOCED Report" is a regular column in issues of "Newsnotes."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Access to Education; *Articulation (Education); Career Education; Educational Legislation; *Education Work Relationship; Federal Legislation; Postsecondary Education; Secondary Education; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Legislative Intent; *School to Work Opportunities Act 1994

The final version of the School to Work Opportunities Act was passed only after an extended battle over how to protect individuals' private right of action to enforce the act. Although it still contains nonentitlement language, the final act also includes new language clarifying Congress' intent that the provision not preclude enforcement of the act. The final act mandates the following: opportunities for all students to complete a career major; equal access to the full range of program components and related activities; career awareness, exploration, and counseling beginning no later than grade 7 and including options that may not be traditional for students' gender, race, or ethnicity; and delegation to local partnerships of the responsibility for linking participants with other community services necessary to ensure a successful transition. The final version of the bill contains a broad definition of work-based learning and provisions stipulating that all states receive planning grants and compete for

Waiting for the Return. Maximizing Investments in Technology.
PUB DATE- Dec 96
NOTE- 8p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adults; *Computers; Economic Development; *Economic Impact; Employment Practices; Human Capital; Job Development; *Job Training; *Productivity; Quality of Working Life; *Technological Advancement
IDENTIFIERS- *Return on Investment

Investments in technology and the number of workers using computers are growing quickly and at an increasing rate. From 1990-1995, investments in computers and related equipment tripled. Real (inflation-adjusted dollars) investments in computers and peripheral equipment increased from $200 million in 1973 to $91.6 billion in 1995. Increasing investments in computer equipment have not yet resulted in increased productivity growth, however; growth in productivity is actually slowing. Some explanations for this paradox include the following: (1) investments in technology require investments in worker training before increased productivity is noted; (2) investments in technology are seen as ways to improve quality but not necessarily quantity; (3) computers represent only a small portion of the total stock of capital in the U.S. economy, so increasing them has little effect on overall productivity; (4) problems in measuring productivity may underestimate the contribution of computer investments to productivity improvements, especially in the service sector where they are most prominent; and (5) productivity slumps as new technology is assimilated but may surge again afterwards, as it has after all earlier innovative periods. In addition, although productivity gains as part of the whole economy are small and difficult to measure, individual companies provide examples of great gains in productivity through use of technology. Increased training will increase workers' skills in using computers and lead to more high-level jobs and an eventual growth in productivity. (KC)

ED 403 404 CE 073 231

Ethics--Business Educators Teach Students To Do the Right Thing!
PUB DATE- Jan 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Codes of Ethics; Course Content; *Ethical Instruction; *Ethics; Higher Education; High Schools; Moral Development; Moral Values; *Teaching Methods; *Work Ethic

This issue focuses on teaching ethics in business education programs. Exploring the teaching of ethics in both high school and college, the newsletter first presents an overview of ethics and the study of ethics and makes a case for teaching ethics in business education courses. Following a short commentary on the difficulty of teaching ethics is an article examining how to teach ethics--whether as a separate course or as part of business, communications, and business law courses. Other articles explore these topics: work ethic, computer ethics, the 10 commandments for computer ethics, and the Benjamin Franklin's "morals of chess." The final article

IDENTIFIERS- Michigan High School Proficiency Tests

As part of the Michigan Adult Education Inquiry Project III, five adult education practitioners from five metropolitan school districts researched the use of the Cloze procedure in determining the readability of the Michigan High School Proficiency Test for students in alternative or adult education. The Cloze is an assessment designed to take a 275-word passage, and delete every fifth word in the passage until 50 words are deleted. A group of 38 students were tested using the TABE (Test of Adult Basic Education) 7D Survey Test, Flesch-Kincaid Readability Scale, and the Cloze procedure on two narrative texts from the Michigan High School Proficiency tests. Results showed that the standard Cloze is a valuable procedure to use when assessing level of difficulty of texts for students. It provides an accurate indication of whether students can read and comprehend the assigned material. The survey instrument is appended. (Author/KC)

ED 403 423 CE 073 272

Griffiths, C.
Performance Standards Core Measures.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; *Evaluation Methods; *Evaluation Problems; Evaluation Utilization; Performance Factors; Postsecondary Education; Program Evaluation; Research Methodology; Secondary Education; *State Programs; *Systems Development; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

The Annual Performance Report submitted by each state to the Office of Vocational and Adult Education was used to monitor what states have developed and how and to what extent states have implemented their accountability system. The following findings of this analysis are synthesized in this report: (1) 32 states require evaluation of all programs and 17 states require annual evaluation of only Perkins Act-funded programs; (2) almost all states reflect vast differences in secondary and postsecondary measures, standards, assessment, and data collection methodologies; (3) significant factors influencing system development include state leadership philosophy and available technology and resources; (4) about half of the states separate measures of enrollment, completion, and placement for special populations; (5) approximately 38 states receive performance measure data from local education agencies; (6) approximately half of the state agencies are involved in local evaluation processes; (7) the next step for most states is to link performance measures to program improvement; and (10) nine school-to-work (STW) states plan to use Perkins Act measures to evaluate the success and progress of STW. The appendix contains summaries of each state's performance measures and standards system, describing some or all of the following: type of system; measures and standards for secondary, postsecondary, and special populations; the evaluation process; incentives, adjustments, and modifications; and future actions. (KC)

ED 403 424 CE 073 273

Block Grant Funding: What It Means to Vocational-Technical Education.

PUB TYPE- Books (010)
DESCRIPTORS- *Educational Practices; *Educational Quality; Foreign Countries; Higher Education; *Professional Continuing Education; *Quality Control; Standards; Student Evaluation; *Total Quality Management; Universities
IDENTIFIERS- *Quality Assurance; *United Kingdom

Based on research conducted in and around universities in the United Kingdom, this book analyzes quality assurance in continuing professional education (CPE). An introduction provides a close look at the terms "quality," "quality assurance," and "CPE." Part I deals with context. Chapter 1 looks at theoretical development and practical strategies used for quality assurance in the construction industry, health care, and welfare provision. Chapter 2 provides a critical review of BS5750 British Standard to determine whether this standard provides a sound basis for the institutionalization of quality in CPE. Chapter 3 on quality and postcompulsory education presents evidence on activity in further education, higher education, and university continuing education in the United Kingdom and United States; it clarifies the national setting within which quality issues in CPE must be addressed. Part II explores the range of attitudes and existing practice in CPE. Chapter 4 analyzes definitions of quality, aims for provision, ongoing practice, valued procedures, and perceived barriers to the development of quality. Chapter 5 extends the empirical analysis to the second main group of CPE providers in UK universities--those in departments other than continuing education. Chapter 6 considers interest groups, issues relating to the relevance of nonuniversity practice, and the role and impact of the customer. Chapter 7 proposes a framework for quality. Appendixes contain 135 references and name and subject indexes. (YLB)

ED 403 442 CE 073 321

Bragg, Debra D.
Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."
PUB DATE- 6 Dec 96
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Trends; *Education Work Relationship; Futures (of Society); High Schools; Program Effectiveness; Program Evaluation; Program Implementation; *Tech Prep; Two Year Colleges

Tech prep has been considered "dead" by some commentators, but that assessment is usually made only in cases in which tech prep was merely a new label for an unchanged course or program. In many cases, tech prep has become more widely implemented and accepted as real changes have been made. Many of the concepts of tech prep will remain even if the name disappears. Tech prep is related to the newer school-to-work (STW) initiative. Major contributions of tech prep include the following: (1) tech prep has brought together educators and others who do not otherwise communicate; (2) tech prep has reinforced and sometimes even stimulated changes in classroom instruction; (3) tech prep has stimulated academic and vocational integration; (4) tech prep has raised expectations for more students in secondary schools; and (5) tech prep is becoming a pathway to college for

Colleges; *Educational Trends; *Enrollment Trends; High School Graduates; Mathematics Skills; *Outcomes of Education; Postsecondary Education; Secondary Education; Special Needs Students; *Student Characteristics; Student Financial Aid; *Student Participation; Tables (Data); Teaching Load; Two Year Colleges; *Vocational Education

Vocational course taking declined between 1982 and 1992, with especially large enrollment decreases occurring in general labor market preparation and consumer/homemaking education. Only a small proportion of 1992 high school graduates specialized in vocational education (VE). Among occupationally specific VE programs, business, and trade and industry had the highest enrollments. Special populations tended to participate more heavily in VE than did other high school graduates in 1992. A recent study established that vocational course taking and National Assessment of Educational Progress math scores have an unexplained inverse relationship. In 1991, public school vocational teachers served fewer students than did nonvocational teachers. In 1990, postsecondary vocational students accounted for approximately one-third of all undergraduates and one-half of all nonbaccalaureate students. At the postsecondary level, business was the most common major for vocational students, and community colleges had the largest vocational student enrollment. Vocational completers were more likely to be employers than were other individuals who do not participate in postsecondary education, and employment in fields related to postsecondary vocational completers' concentration was associated with higher earnings. Nonbaccalaureate students of low socioeconomic status (SES) were more likely to be vocational majors than were students with high SES. (Contains 13 figures/tables.) (MN)

ED 403 461 CE 073 480

Holton, Elwood F., III, Ed.
Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
PUB DATE- 96
NOTE- 866p.; Individual symposia have been separately analyzed, see CE 073 481-516. Papers by Nijhof et al. from symposium 7 and by Passmore and McClearnon from symposium 9 are not included here or in the separate symposia documents. The titles of individual papers frequently vary from the titles in the Table of Contents.
LANGUAGE- English
EDRS Price- MF06/PC35 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Career Development; *Corporate Education; Foreign Countries; Higher Education; Human Resources; *Labor Force Development; *Organizational Change; *Partnerships in Education; *Professional Continuing Education; Research; *Training Methods; Training Objectives; Transfer of Training; Work Environment

This document contains papers from 35 symposia as well as 2 keynote presentations at the 1996 Academy of Human Resource Development (AHRD) conference. The symposia are on the following topics: (1) HRD town forum; (2) HRD and business outcomes; (3) action learning; (4) evaluation issues in HRD; (5) rethinking diversity; (6) HRD in selected nations; (7) orchestrating work and learning; (8) HRD models in Europe; (9) high involvement work teams; (10) instructional technology; (11) learning research; (12) work force issues; (13) career development; (14) change process in organizations; (15) instructional delivery; (16) HRD journals; (17) core directions

1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Change Strategies; *Cooperative Learning; Developed Nations; Foreign Countries; *Holistic Approach; *Labor Force Development; Models; Organizational Change; *Organizational Development; *Team Training; Teamwork
IDENTIFIERS- Denmark; *Learning Organizations

This document consists of three papers presented at a symposium on the learning organization moderated by Roger Miller at the 1996 conference of the Academy of Human Resource Development (AHRD). "Creating a Learning Organization: A Case Study of Outcomes and Lessons Learned" (Laura L. Bierema, David M. Berdish) reports a study documenting the following results of implementing a learning organization at a division of Ford Motor Company: significant business performance; individual learning on personal, interpersonal, and professional levels; collective learning through discourse and relationship building; and organizational impact through application, self-directed learning, and systems thinking. These impediments are cited: management support, peer support, and resources. "Team Sensemaking: An Imperative for Individual and Organizational Learning" (Lisa Horvath et al.) develops a process model of team sensemaking through a review of the collective learning literature, in concert with preliminary findings from an exploratory study of an educational cohort. "The Subject and the Learning Organization" (Anders Vind) describes a Danish project that follows the implementation of organizational changes along with the principles of "the learning organization" in five cases. It looks especially at the consequences for the individual employee--what happens in the process and what the main barriers/supports are for real progress in the workplace. Papers contain references. (YLB)

ED 403 480 CE 073 499

Transfer of Training.
PUB DATE- 96
NOTE- 23p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Education Work Relationship; Human Resources; *Job Performance; *Job Training; *Labor Force Development; Models; Organizational Climate; *Transfer of Training; *Work Environment

This document consists of three papers presented at a symposium on transfer of training moderated by Gene Roth at the 1996 conference of the Academy of Human Resource Development (AHRD). "Validation of a Transfer Climate Instrument" (Reid A. Bates et al.) reports a study that attempted to validate Rouiller and Goldstein's (1993) eight-factor structure for a transfer climate instrument but found a substantially different factor structure that suggested a different direction for transfer climate instrument research. Results suggest trainees perceive climate more according to referent to the organization rather than the psychological cues proposed. "Transfer of Training in a Corporate Setting: Testing a Model" (Esther W. M. Gielen)

Employer Employee Relationship; Higher Education; *Industrial Training; Job Satisfaction; *Labor Force Development; *Partnerships in Education; Performance Based Assessment; *Performance Technology; Productivity; Research Projects; *School Business Relationship; Training Methods; Training Objectives; Transfer of Training
IDENTIFIERS- Ford Motor Company; University of Georgia

This document contains two keynote papers presented at the 1996 conference of the Academy of Human Resource Development (AHRD). "Partnering for Research: The Ford Design Institute/UGA (University of Georgia) Research Project" (Karen E. Watkins, Lewis J. Bellinger) describes the Ford Design Institute's Manager as Instructor project and the joint research conducted by the Ford Motor Company and the University of Georgia to assess the effectiveness of the manager-as-instructor approach. "The Partnership Journey from Satisfaction to Performance: Human Resource Development Becomes a World-Class Business Partner" Timothy R. McClernon, Richard A. Swanson) discusses actions that have been taken by a large national company's training department to make the transition from being a provider of traditional training to being a provider of performance-based human resource development (HRD). The following elements are identified as key to the department's transition: (1) establishment of a business roundtable; (2) revision of its process for evaluating training program success by focusing on contributions to business performance rather than on participant satisfaction; and (3) formation of a business-scholarship partnership. Papers contain references. (MN)

ED 403 498 CG 024 097

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
PUB DATE- 87
NOTE- 208p.; Most pages are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Career Counseling; *Career Guidance; Elementary Education; *Elementary School Curriculum; Elementary School Students; Group Activities; *Group Guidance; Interpersonal Competence; Job Skills; Self Concept
IDENTIFIERS- *Alabama

This series of group guidance activities for kindergarten through sixth grade teaches concepts based upon essential skills for students included in "Guidance and Counseling State Plan for Excellence in Alabama Public Schools" (Bulletin 1984, No. 39) (The State Plan). The activities focus on personal and social skills, educational skills, and career and vocational skills. The activities are organized by grade level, to provide a comprehensive, basic classroom guidance program based upon recognized developmental needs of children. Each grade level is divided into sections on personal/social development; educational development; and career/vocational development. The range of activities includes liking yourself for kindergarten; building communication skills for first grade; developing independent work habits for second grade; learning to compromise and solve conflicts for third grade; developing effective study habits for fourth grade; responding effectively to adults for fifth grade; and assessing the influence of others for sixth grade. It is noted that the activities are designed to foster values traditionally accepted in American homosexuality. This book outlines some of the issues that gays, lesbians, and bisexuals must deal with beyond the coming out process. It demonstrates, through the case method approach, effective techniques utilized by gay-, lesbian-, and bisexual-affirmative practitioners. The text focuses on the practical aspects of working with these populations and examines such issues as raising children, coupling, and dealing with physical disabilities and other concerns. Each chapter contains case material, either specific or composite, to illustrate the techniques of gay- and lesbian-affirmative psychotherapy. The chapters appear under five sections: developmental issues, marriage and family counseling, diverse populations, incidents of violence, and counseling techniques. Some of the topics covered include career counseling for gays and lesbians, counseling older gay men, counseling lesbian couples, incest survivors, survivors of antigay violence, helping someone to die, ethical considerations, and other topics of interest. An appendix lists professional associations and resources for lesbians, gays, and bisexuals. (RJM)

ED 403 517 CG 027 512

Atwood, Joan D.; Genovese, Frank
Counseling Single Parents.
PUB DATE- 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Children; *Counseling Techniques; Divorce; *Family Relationship; *Family Structure; Females; Interpersonal Relationship; Life Style; *One Parent Family; Parent Attitudes; *Parent Counseling; Self Esteem; Social Bias; Theory Practice Relationship; Widowed

Single parents face not only the challenge of raising their children alone, but also the negative messages about their lifestyle. This book emphasizes the strengths of single parents. It provides counselors with techniques to empower these clients, whether they are single due to divorce, death, or because they never married. Included are strategies for helping clients redefine personal relationships and navigate difficult relational and sexual considerations. It provides an in-depth exploration of the single parent family system as a viable, healthy family form. It also examines important issues related to the larger society such as how counselors can assist clients in dealing with school personnel and financial matters and finding available resources. Chapter titles are as follows: (1) Single Again Through Divorce; (2) Single Again Through Widowhood; (3) Single Parent Family Issues; (4) Resiliency and Competence in the Children of Divorce; (5) Redefining Relationships; (6) Relational and Sexual Considerations After Divorce; (7) Relational and Sexual Concerns After Widowhood; (8) The Impact of AIDS; (9) Single Parents, School Personnel, and the Pathology Assumption; (10) Single Parents, Work, and Welfare; (11) The Single-Parent Family and Social Constructions. Contains 299 references. (LSR)

ED 403 518 CG 027 513

McDaniel, Susan H., Ed.
Counseling Families with Chronic Illness. Family Psychology and

of thinking skills more deliberate, explicit, and an integral part of the school curricula. It challenges all educators to reflect on their involvement in teaching for thinking, teaching of thinking, and teaching about thinking. Chapter 1 offers a rationale for teaching thinking skills and defines the skillful thinker. Chapter 2 outlines roles of teachers, administrators, and students in developing a climate where thinking skill development can flourish. Chapter 3 suggests how an effective approach to teaching thinking can be implemented in a school community. Specific student activities are the major emphasis of chapter 4. Chapter 5 offers suggestions for evaluating thinking. An afterword, glossary of terms, 50 references, and extensive appendixes (including classroom and teacher planning materials) conclude the resource guide. (SR)

ED 403 536 CS 012 678

Andrews, Sharon
Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Content Area Reading; *Content Area Writing; Elementary Secondary Education; Higher Education; Instructional Innovation; Learning Activities; Learning Strategies; Methods Courses; *Preservice Teacher Education; Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Preservice Teachers

A content-area reading course for preservice teachers challenges them to engage in the kinds of activities that "real" teachers do or should be doing, demonstrating how teachers can work across disciplines and foster collaborative relationships, while at the same time assisting their students in making connections from one classroom to the next. The creation of content-area-of-the-day contributions allows these preservice teachers to see how their content area applies across the curriculum and results in a plethora of teaching ideas. Their ideas, presented in a format the preservice teachers are given to follow, could be an activity, a game, a resource, a guest speaker, or any other classroom-related teaching idea. Contributions are varied and among them are suggestions for a nutritionist guest speaker for the health/physical education/recreation class; field trips to museums, the National Weather Service, concerts, plays and art shows; games played in a foreign language being taught in the classroom; and the use of children's literature to represent different perspectives of familiar stories. (CR)

ED 403 537 CS 012 682

Bissex, Glenda L.
Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)

for teaching and assessing writing; and a glossary. (Contains 161 references.) (RS)

ED 403 556 CS 215 589

Ammeraal, Brenda
Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Catholic Schools; Correlation; *English; High Schools; *Multiple Choice Tests; Predictive Validity; *Test Theory
IDENTIFIERS- Illinois (Chicago); *Placement Tests

A study examined the correlation between students' placement test scores on a multiple-choice test and their passing rate on the Advanced Placement (AP) language exam. Statistics show that the number of students taking advanced placement tests is increasing, and a review of the literature supports the need for further research in the area of predictive student selection criteria. It is hypothesized that there will be a correlation between placement test scores based on the first 50 questions in the 1991 Acorn multiple-choice test and passing rate on the 1992, 1995, and 1996 AP language and composition examinations. Sample for this study consisted of 73 students primarily from middle to high economic neighborhoods who attended Marist High School, a Catholic boys' school located on Chicago's far southwest side. Results indicated that the Acorn multiple-choice scores can be used as predictors of student success on the AP tests. The higher the score on the pretest, the more likely it is that a student will pass the AP exam. Although the Acorn multiple-choice scores worked well as indicators of probability of success on the AP tests, as might be expected, they were not a predictor of final grades on the test. The Acorn scores can predict general success but not actual grades. (Contains 3 tables of data and 13 references.) (TB)

ED 403 557 CS 215 590

Maxson, Jeffrey
The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Higher Education; *Rhetoric; Rhetorical Theory; *Student Needs; Teacher Student Relationship; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Academic Discourse Communities; *Subjectivity; Writing Contexts

This paper discusses the emergent perspective in composition studies that sees discourse forms as producing material effects

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; Freshman Composition; Higher Education; High Schools; *Portfolio Assessment; *Student Evaluation; Student Surveys; *Writing Ability; *Writing Improvement; Writing Processes; *Writing Skills
IDENTIFIERS- *Kentucky Education Reform Act 1990; Morehead State University KY; Teacher Surveys

Several phenomena surrounding the institution of writing portfolio assessment in Kentucky schools have been observable and measurable for some time now, and many writing instructors in higher education have watched developments with delight and curiosity. One acknowledged benefit is the increased use of writing as a learning tool across the curriculum. A study tested the perception that students, as a result of Kentucky's portfolio assessment project, are better writers or at least more willing to write when they come to college. Both students and faculty at Morehead State University were surveyed, 748 freshmen and 28 faculty. Some of the students surveyed had completed portfolios and some had not. The student surveys showed that (1) students who completed portfolios wrote somewhat more than those who had not completed portfolios in high school; (2) neither group particularly enjoyed writing; however, (3) portfolio writers experienced more comfort with writing; and (4) that those who had completed portfolios were better writers. The faculty survey revealed that, contrary to some popular opinion, teachers have seen freshman writers fairly evenly holding their own or improving in basic skills, with many more seeing improvement in the last 5 years. Also, when it comes to being writers, first-year college students are demonstrating significant improvement in understanding the writing process and showing more comfort with writing. (Contains 17 figures.) (TB)

ED 403 577 CS 215 700

McCue, Frances
The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
PUB DATE- 97
NOTE- 216p.; Ed.M. Project, Columbia University. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Creative Writing; Fiction; Films; Higher Education; High Schools; *Inquiry; *Interdisciplinary Approach; *Learning Processes; Models; *Poetry; Story Telling; Teaching Methods; *Writing Across the Curriculum; Writing Exercises
IDENTIFIERS- *Writing Contexts

This master's project contains two essays and a long poem, examining the possibilities of creative writing as a tool of inquiry in mathematics, history, science, film, art, and architecture. The project's first essay, "The Poet in the Warehouse," introduces a brief history of imaginative writing and an argument for its inclusion in multi-disciplinary high school and undergraduate programs. It is noted that since the piece strives to spotlight the importance of creative writing in learning, it alternates between the essay and a story which mirrors the issues in the essay, thus letting the form echo the function of the enterprise itself. In the project's second essay, "Space, Structure, Storage," a curriculum model is collaborative projects for their students. Three writing teachers at the State University of New York at Plattsburgh have, for the past several years, held a spring conference with writing teachers from area junior high and high schools and community colleges. About 20-25 participants listen to 4 or 5 presenters, followed by discussions after each presentation. Among topics at a recent conference with the theme of honesty in writing and in teaching were "Honest Standards for Underprepared Students," questions about standards in courses beyond freshman composition, and a demonstration of a college writing course workshop on "Where Plagiarism Begins--And Ends." (Contains two sample forms.) (CR)

ED 403 597 CS 215 721

Thaiss, Chris
Reliving the History of WAC--Every Day.
PUB DATE- Feb 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - General (140),Journal Articles (080)
DESCRIPTORS- *College Faculty; *Educational History; Higher Education; Interdisciplinary Approach; *Writing Across the Curriculum; Writing Skills; Writing Workshops
IDENTIFIERS- *Faculty Attitudes; *George Mason University VA; Historical Background; Writing to Learn

In 1978, when writing across the curriculum (WAC) workshops began at George Mason University, some things were very different from today: (1) an outside speaker who had worked with educators in England testified to the fact that WAC was not just a "whim"; (2) session presentations were made by local high school English teachers who had gone through the first institute of the Northern Virginia Writing Project; and (3) in the workshop announcements the term "writing to learn" was nowhere to be found. Comparisons between this first workshop and WAC today at George Mason attest to the fact that every stage of WAC history is alive and well--this is probably true at most schools. On a hypothetical WAC timeline, different groups of faculty seem to be living at different points in recent history. There are "pre-1978" faculty who either have never heard of WAC or who reject its usefulness if they have heard of it. The "early 1980s" faculty know some terminology, recognize the value of students' writing in disciplines, but have not really applied writing-to-learn techniques nor writing as revision to their own teaching. The "late 1980s" faculty are enthusiastic about WAC and are those most likely to write for the newsletter. The "mid 1990s" faculty teach interactive distance learning courses, lead multi-disciplinary service-learning courses, and serve on the university writing committee. (NKA)

ED 403 598 CS 215 722

Gomez, Pilar Astor
Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
PUB DATE- 15 Apr 96
NOTE- 71p.; M.A. Project, Saint Xavier's University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)

they meet anybody for the first time. Hence, it is possible to say that all adult Japanese know the usage of politeness vaguely, but not clearly. It is because they learn it through socializing with others. An examination of the English usage of politeness helps to make politeness in Japanese a bit clearer, especially in light of G. N. Leech's theories about politeness. Leech proposes several maxims related to his revision of Grice's Cooperative Principle: (1) tact; (2) generosity; (3) approbation; (4) modesty; (5) agreement; and (6) sympathy. A detailed description of these maxims clarifies both their value and shortcomings. Some scholars feel that Leech has not been forthcoming in describing the process by which he arrived at these maxims and has not been clear about how they are connected. In addition, it may be that his maxims do not capture Japanese usage in any purposeful way. Japanese tend to observe approbation, modesty, and agreement over the other maxims because of their social customs and expectations. (TB)

ED 403 619 CS 509 417

Kelley, Kathryn; And Others
Resilient Older Academic Women: Stories Told in Their Own Voices.
PUB DATE- 23 Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; Occupational Surveys; *Personal Narratives; *Professional Recognition; Sex Bias; Sex Discrimination; Sex Fairness; Status; *Women Faculty
IDENTIFIERS- *Faculty Attitudes; Teacher Surveys

During the 1990s, the status of women faculty in higher education was the subject of numerous progress reports. Given the abundance of data available in these reports and articles on women faculty at colleges and universities, a study explored the issues, using another method of investigation--narratives. Six accomplished "resilient" women in the communication discipline, all full college or university professors, were identified and asked to share one or two stories that described critical milestones or markers illustrative of how they survived, if not thrived, in their careers. Themes running through these accounts which can be identified include the necessity of being far above average in competence, discipline, effort, energy, confidence, savvy, rectitude, creativity, and fortitude to survive in academia. Several of the women were afforded the support of a male mentor, and several reported skills in political and organizational power. All of the women hewed unconventional career paths mostly using convention. Resilience perhaps should be defined not only as strength of character--many of the women reported having to recover and rebound from devastating setbacks. (CR)

ED 403 620 CS 509 418

Ratcliff, Linnea; And Others
The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

consisted of secondary-level building administrators, directors of special education, parents, special-education staff, school psychologists, and community members. In general, the discussions confirmed KSBE's previous research findings. Although some of the participants were reluctant to admit that expulsion- and suspension-related problems existed, they agreed that students' misbehaviors were increasing. Students in special education were disproportionately represented in the number of students suspended or expelled. In addition, participants questioned the efficacy of suspension and expulsion practices. In a few schools, suspensions were a basis for initiating alternative educational services and placements. Nonviolent behaviors (that is, smoking, disobedience, and verbal threats) recurred more frequently than violent behavior and had profound effects. Violent acts were committed by a small segment of the student population that had a history of school-related problems, and occurred regardless of school district size or location. Finally, focusing only on violent acts fails to consider other safety and school-climate issues. A systemswide approach involving diverse stakeholders is needed to positively address these related problems. (Contains 1 table and 32 references.) (LMI)

ED 403 640 EA 028 173

Martin, Oneida L.; Heflin, John F.
Redefining Leadership Roles for Site-Based Management Systems.
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; Administrator Role; Elementary Secondary Education; Interprofessional Relationship; Leadership; *Leadership Styles; *Organizational Change; Participative Decision Making; *Principals; *School Based Management

Some evidence from the school-restructuring literature indicates that traditional school leadership behaviors and school-based management (SBM) are incongruent. Collaborative relationships between teachers and school leaders are problematic when teachers' duties and performance appraisals are hierarchically decided by school leaders. This paper describes current site-based management reforms, examines current site-based practices in relation to school leadership roles, and suggests ways to redefine school leadership roles and behaviors for successful SBM. Thirty Tennessee principals in schools that had implemented SBM were surveyed about their leadership roles. Findings indicate that principals were ambivalent about their new roles. Sixty-four percent described their leadership roles as ill-defined and misunderstood. Principals reported that they wanted to help teachers adjust to SBM, yet they were reluctant to relinquish authority to teachers. Seventy-three percent said that they felt unprepared as an administrator for SBM. A conclusion is that SBM cannot be successfully implemented unless school leaders are prepared to adopt democratic styles of leadership. (Contains 3 figures, 1 table, and 32 references.) (LMI)

ED 403 641 EA 028 174

of Education Production Function Studies" (Richard D. Laine, Rob Greenwald, and Larry V. Hedges); (4) "Does Equal Funding for Districts Mean Equal Funding for Classroom Students? Evidence from California" (Linda Hertert); (5) "Beyond District-Level Expenditures: Schooling Resource Allocation and Use in Florida" (Yasser A. Nakib); (6) "Bringing Money to the Classroom: A Systemic Resource Allocations Model Applied to the New York City Public Schools" (Sheree T. Speakman, Bruce S. Cooper, Robert Sampieri, et al); (7) "Allocating Resources to Influence Teacher Retention" (Neil O. Theobald and R. Mark Gritz); (8) "Stretching the Tax Dollar: Increasing Efficiency in Urban and Rural Schools" (David M. Anderson); (9) "The Allocation of Educational Resources and School Finance Equity in Ohio" (Thomas B. Timar); (10) "Resource Allocation Patterns within School Finance Litigation Strategies" (R. Craig Wood and Jeffrey Maiden); (11) "Redefining School-Based Budgeting for High-Involvement" (Priscilla Wohlstetter and Amy Van Kirk); (12) "The Politics of School-Level Finance Data and State Policy Making" (Carolyn D. Herrington); and (13) "Implications for Policy: What Might Happen in American Education if It Were Known How Money Actually Is Spent?" (James W. Guthrie). An index, 47 tables, and 5 figures are included. References accompany each chapter. The appendix lists the Board of Directors of the American Education Finance Association, 1995-96. (LMI)

ED 403 660 EA 028 210

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
PUB DATE- Sep 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Cultural Pluralism; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Information Dissemination; *International Communication; *International Cooperation; *International Educational Exchange; *Partnerships in Education; Professional Development
IDENTIFIERS- *Croatia; *Europe

The Council of Europe was founded in 1949 to achieve greater unity among European parliamentary democracies. The Council for Cultural Co-operation (CDCC) is responsible for the Council of Education's work on education, culture, and sport. This publication contains proceedings of the CDCC Conference of the Network on School Links and Exchangers. Topics of the plenary session included the Croatian school system, education and multiculturalism, peace education, and the European Studies Program. Workshops dealt with conflict management and international school links; the media, citizenship education, and international school partnerships; and history projects and school links. Activities under review included long-term teacher training and the Visions of Europe pilot project. Suggestions for meeting the challenges faced by the Network on School Links and Exchanges were offered in the closing session. Appendices contain summaries of reports and presentations. (LMI)

ED 403 661 EA 028 211

Serving Private School Students with Federal Education Programs--

ED 403 679 EC 302 317

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 144p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Child Development; *Day Care; *Developmental Programs; *Disabilities; Infants; Inservice Education; Outdoor Activities; Play; Playgrounds; Preschool Education; Program Development; *Special Needs Students; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 6, which focuses on planning an effective program for the caregiving environment. After an introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of: planning for appropriate areas within the caregiving setting, identifying necessary supplies and materials, planning appropriate outdoor play space, organizing the parts of the program day, arranging activities into a practical sequence, determining staff responsibilities, transition techniques, utilizing support persons, and the learning potential of play. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 680 EC 302 318

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 126p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Research to Practice Series, Number 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Group Instruction; Individual Instruction; Job Skills; *Job Training; *Mental Retardation; Peer Teaching; *Problem Solving; Self Evaluation (Individuals); *Self Management; Skill Development; *Supported Employment; Task Analysis; *Training Methods

Individuals with significant disabilities who have been trained to enter independent employment often depend too much on their job coaches. This guide describes strategies to enhance the problem-solving skills of learners with mental retardation by teaching them to use self-instruction or self-directed verbal commands. It details procedures for teaching self-instruction and provides sample scripts for common tasks. An introductory chapter discusses the value of self-instruction and identifies principles on which the recommended strategies are based. Chapter 2 describes the basic self-instructional training package, which includes: (1) a task analysis of the skill to be taught; (2) training sequences of self-instruction, verbal instructions, modeling, behavioral rehearsal, corrective feedback, and praise; and (3) procedures to monitor performance. Chapter 3 describes modifications of the basic package to include booster training, verbal labeling, and/or a combination of self-instructional training and one or more self-management strategies. Chapter 4 addresses principles of teaching self-instructional techniques in groups, and chapter 5 considers peer-delivered self-instructional training. The final chapter stresses the use of self-instruction to help students with mental retardation acquire, maintain, and generalize work behaviors. Sample training scripts are appended. (Contains 19 references.) (DB)

ED 403 698 EC 305 249

Farlow, Leslie J.; Snell, Martha E.
Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Data Collection; Data Interpretation; *Diagnostic Teaching; Elementary Secondary Education; Guidelines; Individualized Instruction; *Instructional Development; *Mental Retardation; *Performance Based Assessment; *Student Evaluation; Teaching Methods

This manual presents 12 guidelines to help teachers of students with mental retardation make more informed decisions about instruction by gathering and using student performance data. Development of the guidelines incorporated both teachers' recommendations and researchers' findings about what procedures effects, new treatments, and unconventional methods of cancer treatment. This section also addresses other common health issues including infections, activities, diet, immunizations, other medications, mouth care, dental care, bleeding, and transfusions. The second section offers tips for clinic visits and medical procedures, provides guidelines for when to call the doctor, and describes the following common medical procedures: angiogram, biopsy, blood studies, bone marrow aspiration, computerized tomography, magnetic resonance imaging, lumbar puncture, scans or radioisotope studies, and ultrasound studies. The final section is on coping with cancer. It covers dealing with the diagnosis (parents' initial reactions, accepting the diagnosis, telling the child, age-related concerns, and telling the siblings) and continuing life for all involved. Additional sources of information, support, and assistance are briefly described. A glossary defines medical and other terms used in the handbook. (DB)

ED 403 716 EC 305 281

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
PUB DATE- 20 May 96
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Cost Estimates; *Disabilities; Due Process; *Early Intervention; Educational Change; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal State Relationship; Government Role; Infants; Preschool Education; School Districts; *Special Education; State Departments of Education; Toddlers
IDENTIFIERS- Congress 104th; *Individuals with Disabilities Education Act

This report of the Senate Committee on Labor and Human Resources unanimously supports the passage of a bill (Senate Bill 1578) which amends the Individuals with Disabilities Education Act (IDEA) and authorizes appropriations for fiscal years 1997 through 2002. The bill amends parts A through H of IDEA. Amendments are intended to reduce unnecessary administrative burdens and increase flexibility for state and local educational agencies, while continuing the national commitment to ensure that all children with disabilities have available a free appropriate public education. Title I of the proposed bill revises general provisions and grant application procedures. Title II reorganizes and simplifies eligibility, procedural guidelines and safeguards, and administrative requirements. Title III authorizes a competitive state systems-change grant program. Title IV provides for improving educational services through research, demonstrations, outreach, and personnel preparation activities to be coordinated with local and state efforts. It consolidates programs authorized in parts D and E in current law. Title V also consolidates programs and authorizes the continued funding of technical assistance, support, and dissemination projects (including Parent Training and Information Centers) and technology and media projects. Title VI contains minor amendments to Part H of the present law, which provides early intervention services for infants and toddlers with disabilities. Separate sections of the report present information on the historical background of and need for the legislation, cost estimates, the regulatory impact

Two studies examined conversations between mothers and children from three different groups to determine culturally preferred narrative elicitation patterns: (1) Japanese-speaking mother-child pairs living in Japan; (2) Japanese-speaking mother-child pairs living in the United States; and (3) English-speaking Canadian mother-child pairs. Experiment 1, which compared mothers from the two Japanese groups, found that Japanese mothers in the United States were more likely to give their children topic-extension prompts than mothers living Japan. Experiment 2, which included comparisons of both groups with English-speaking mother-child pairs, found that Japanese mothers in the United States and Japan provided less evaluation of their children's speaking and more verbal acknowledgement than English-speaking mothers. Japanese mothers in the United States requested more description from their children than did Japanese mothers in Japan. At 5 years of age, Japanese-speaking children, whether living in the United States or Japan, produced about 1.2 utterances per turn, whereas English-speaking children produced about 2.1 utterances per turn. Thus, whereas English-speaking mothers allow their children to take long monological turns, and even encourage this behavior, Japanese mothers simultaneously pay considerable attention to their children's narratives and facilitate frequent turn exchanges. Contains 17 references. (Author/MDM)

ED 403 735 FL 023 922

Ghaith, Ghazi M.
Teacher Preparation through Cooperative Learning.
PUB DATE- Mar 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Curriculum Development; Educational Strategies; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Teacher Education; *Teacher Education Curriculum

Seven class activities using cooperative learning techniques are proposed as appropriate for second language teacher training. The activities draw on the pro-social aspect of cooperative learning that offers second language learners maximum opportunities for active communication, reinforcement, and development of cognitive skills. Background is offered in the theory of cooperative learning techniques as it relates to language learning and to teacher education. The seven activities are then described, including their aims, necessary preparation, specific procedures, and sample review questions to follow the exercise. The activities include: a group test as an opener; a mixed review of previous materials; a think-pair-share exercise; an exercise to create awareness of and elicit comments on content material; a technique for funding something positive, negative, or interesting in a reading passage; and two "jigsaw" activities for teaching new material to others. Contains 18 references. (MSE)

ED 403 736 FL 024 083

Alive and Deadly: Reviving and Maintaining Australian Indigenous recommendations for better articulation of the two. Contains 248 references. (MSE)

ED 403 754 FL 024 377

Gorsuch, Greta J.
"Yakudoku" EFL Instruction in a Japanese High School Classroom.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Educational Strategies; *English (Second Language); Foreign Countries; *Grammar Translation Method; High Schools; Second Language Instruction; *Teaching Methods
IDENTIFIERS- *Japan

"Yakudoku," the traditional, non-oral method of teaching language in Japan, is described and compared with the grammar translation method of language instruction. The methods differ in that "yakudoku" focuses mainly on translation of the foreign language text into Japanese, with grammar instruction a secondary concern, and that the purpose of "yakudoku" is to render text into Japanese so that it may be understood in that language, rather than to understand the English text itself. The methods are similar in that both are accompanied by examinations administered on a large scale to secondary students, a powerful washback effect from examinations to curriculum and teaching method occurs, and focus is on written text, with neglect of oral/aural skills. A study of the classroom behaviors and teaching techniques of two Japanese "yakudoku" teachers of English as a Second Language, drawing on classroom observation and interviews, is also reported. The study confirmed initial characterizations of "yakudoku," underlined the importance of teacher control in "yakudoku," and revealed that the literature appreciation paradigm had a strong influence on instructional methods. Contains 40 references. (MSE)

ED 403 755 FL 024 378

McVeigh, Brian
The Formalized Learning Style of Japanese Students.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; *Cognitive Style; *Cultural Traits; *Educational Attitudes; Foreign Countries; Language Tests; *Learning Strategies; Memorization; Self Expression; *Study Habits; Study Skills; *Test Format
IDENTIFIERS- *Japanese People

A culturally-based approach to learning adopted by many Japanese students is hypothesized, and it is proposed that while it is effective in many areas of learning, it may hinder second language learning. Japan's politico-economic structures, geared toward efficiently manufacturing competent workers, encourages a psychology of procedure that tends to formalize knowledge and the learning experience. Common traits among Japanese students develop learners' ability to assess their own proficiency levels, decide on long-term proficiency goals, set short-term achievement goals and develop appropriate strategies to achieve them, identify individual strengths and preferences in learning, and compile portfolios demonstrating proficiency level. The report describes the use of two different instructional frameworks, Dimensions of Learning and KASA (Knowledge, Awareness, Skills, Attitude), to design the course. Selection of texts, curriculum organization, design of learning activities, and portfolio design processes are outlined, and lessons learned are discussed. It was found that three course components were vital to instructional success: authentic language tasks; use of weekly learning sheets for students to track their own progress; and a portfolio cover sheet containing the student's narrative reflection on language learning. A timeline and sample course materials are included. Contains 14 references. (MSE)

ED 403 776 FL 024 406

Ritchie, William C.; Bhatia, Tej K.
Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Code Switching (Language); *Grammar; *Interlanguage; *Language Patterns; Language Research; *Linguistic Theory; *Verbs

An analysis of intrasentential codeswitching patterns that refutes a common explanation is presented. It is suggested that the Matrix Language-Frame model, which claims codeswitching to be entirely a matter of sentence production, is inadequate to account for a common but hitherto unexplained phenomenon, the occurrence of "dummy" verbs under certain conditions in codeswitch utterances. It is suggested further that this phenomenon has a natural explanation within minimalist linguistic theory of grammatical competence. It is concluded that intrasentential codeswitching is not purely a performance or production phenomenon, but also involves aspects of linguistic competence. Contains 22 references. (MSE)

ED 403 777 FL 024 407

Gilmore, Michael P.; Daigaku, Sanyo
Canning Canned Conversations.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Dialogs (Language); Foreign Countries; *Interpersonal Communication; *Role Playing; Second Language Instruction; *Second Languages; *Teacher Developed Materials; *Textbook Content

Ways to improve the role-playing conversations found in most second language textbooks are outlined. It is argued that the conversations are often restrictive, dull, and repetitive, and students respond to them in kind. The teacher can make the

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Community Services; Curriculum Development; *Educational Administration; Higher Education; *Institutional Mission; *Organizational Objectives; Outreach Programs; School Community Relationship; Surveys; Tables (Data); Urban Universities
IDENTIFIERS- *Ohio

This study examined the importance of community service at 45 colleges and universities in urbanized areas of Ohio. A survey of the institutions' chief academic officers examined three dimensions: (1) amount of attention policymaking bodies give to community service; (2) community service's place in the curriculum and faculty work; and (3) the influence of external constituencies on community service at the institution. The chief academic officers rated community service as important to highly important but institutional policymaking groups were rated as not interested in community service and most institutional constituency groups were rated as not highly involved. Institutional representatives generally indicated that community service was not a formal requirement or part of the curriculum. Findings suggest that, despite increased attention to community service, as well as its importance in the stated mission of many institutions, community service remains a peripheral function that is not well integrated into most institutions. (Contains 22 references and 4 figures). (Author/JLS)

ED 403 796 HE 029 804

Andre, Rae, Ed.; Frost, Peter J., Ed.
Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.
PUB DATE- 97
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Instruction; Faculty Publishing; Higher Education; Personal Narratives; Publish or Perish Issue; Reflective Teaching; *Research Opportunities; *Scholarship; Teacher Attitudes; Teaching (Occupation); Teaching Load; Teaching Models
IDENTIFIERS- *Research Teaching Relationship

This collection of 19 essays is organized into a narrative of the teaching-research dilemma. The essays include: (1) "Struggling With Balance" (Cynthia V. Fukami); (2) "My Career as a Teacher: Promise, Failure, Redemption" (Howard E. Aldrich); (3) "Teaching and Research: A Puzzling Dichotomy" (Barbara A. Gutek); (4) "If It's Not Teaching and Research, What Is It?" (Rae Andre); (5) "On Publish or Perish, Pedagogy, and Getting a Life--Synergies and Tensions: An Interview with Bill Van Buskirk"; (6) "From Outcast to Postmodernist" (David M. Boje); (7) "Learning to Teach: Lessons From a Life in Business and Academia" (Peter J. Frost); (8) "Scholarship as a Career of Learning Through Research and Teaching" (Thomas A. Mahoney); (9) "In Search of Myself in the Context of Russian and American Humanitarian Culture" (Nikita Pokrovsky); (10) "Learning to Teach: An Ongoing Process" (Beverly J. Cameron); (11) "Teaching in the Real World" (Jeff Mello); (12) "Teaching From the Heart" (Afsaneh Nahavandi); (13) "Between Text and Context: Restoring

Distribution; Geographic Location; Higher Education; Place of Residence; *Universities
IDENTIFIERS- Florida (Broward County); Florida (Dade County); Florida (Palm Beach County); *Nova Southeastern University FL

This report examined place of class attendance at Nova Southeastern University (NSU) from calendar years 1990 through 1994. The various distance models employed by NSU, which support the opportunity to offer classes at non-campus locations, were also identified in this report. During 1994, nearly two-thirds of all university students attended class on one of NSU's three South Florida campuses or at cluster locations in Broward, Dade, or Palm Beach Counties. Broward County's population grew by 10.2 percent between 1990 and 1994, while NSU enrollment in the county increased 23 percent. Dade County's population grew by 4.5 percent between 1990 and 1994, while NSU enrollment in the county increased 102 percent. Although Palm Beach County's population grew by 10.5 percent between 1990 and 1994, NSU enrollment in the county declined by 20 percent. Over 9,000 students attended one or more classes in Broward County in 1994, and nearly 80 percent of all NSU students attended class in Florida. The report also found that while cluster programs in the Tampa Bay area are expanding and constitute nearly five percent of NSU enrollment, overall enrollment in other Florida cities is declining as enrollment in South Florida increases. (Contains 13 references.) (MDM)

ED 403 817 HE 029 862

MacFarland, Thomas W.
Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
PUB DATE- Jun 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; Career Development; Computer Literacy; Demography; Educational Attitudes; *Educational Quality; Graduate Study; *Graduate Surveys; Higher Education; Program Evaluation; *Satisfaction; School Choice; *Schools of Education; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined graduate satisfaction among a sample of graduates of all programs in the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University (NSU) in Florida. A total of 255 students who graduated between 1992 and 1995, the majority of whom received doctoral or masters degrees, responded to a survey that focused on demographic and background information, educational outcomes, quality indicators, computing skills, and employment and career outcomes. The study found that over 95 percent of respondents indicated that they would recommend their program to a friend or acquaintance. Over 85 percent of respondents indicated that their current job was either highly related or moderately related to their major at NSU. Nearly 15 percent of respondents indicated that they would not have attended a college or university if they had not attended NSU. In regard to educational quality, the highest ratings were offered for clarity of written graduate admission policies and program length. Statements related to basic competence in the use of computers received among the lowest ratings. A copy of the survey questionnaire is appended. (Contains 11 references.)

Practice Relationship

The seven essays in this paper were submitted by winners of the CAUSE ELITE (Exemplary Leadership and Information Technology Excellence) Award. The papers reflect leadership and achievement through effective management and use of information resources. Papers include: "More Lessons from the CIO Trail: from Butch Cassidy to City Slicker," (Thomas W. West) which presents a set of leadership axioms and a professional development approach to the position of chief information officer; "Leadership in a Service Environment," (Brian L. Hawkins) which speaks to servant leadership and keeping sight of the mission; "Managing Ideas," (Bernard W. Gleason) which urges the development of formal structures for encouraging, developing, and adopting creative applications of information technology. "Organizational Leadership: Characteristics of Success and Failure," (Albert L. LeDuc) which discusses new leaders and good leaders; "Maybe Adam Smith Had It Right," (Robert C. Heterick, Jr.) which speaks to organizing to weather economic doldrums and preparing for a twenty-first century learning society; "Leading Through Influence," (Carole A. Barone) which discusses organizational characteristics; "Making It Happen: Leadership in a Transformational Age," (Patricia Battin) which examines the impact of digital information technology on the higher education community. (CH)

ED 403 837 HE 029 882

McClure, Polley A.; And Others

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.

PUB DATE- 97

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; Higher Education; *Information Management; Information Networks; Information Services; Information Systems; *Information Technology; Information Transfer; Models; Science and Society; *Technological Advancement; *Technological Literacy; *Users (Information)

This essay addresses the fundamental changes in higher education that make existing models of information technology support inappropriate and insufficient, and it suggests how new models might evolve. The paper discusses three primary issues that define the current crisis: overwhelming demands on the central information technology organization; deteriorating quality of support; and scapegoating of central information technology organizations. It then presents a new, holistic support model with four core characteristics: a "whole-product" focus; a strategic economic model; a focus on customer needs; and a reliable baseline information infrastructure. The paper then suggests various measures for addressing the crisis, such as educating campus constituencies, engaging users in decision making, basing development of an information economy upon a model of federalism, creating effective distributed support models, and mentoring and recruiting new staff. The paper concludes with a brief look at the past and a look to the future. Two tables and a figure summarize some of the ideas presented. (CH)

ED 403 838 HE 029 883

implementation grants. Two potential dangers in the act are its broad waiver authority and self-waiver provision. The act also provides advocates and educators with important advocacy opportunities. (MN)

ED 403 386 CE 072 255

James, Chris; Clarke, Brenda
The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
PUB DATE- 96
NOTE- 533p.; The table of contents gives incorrect page numbers.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Case Studies; *Flexible Progression; Foreign Countries; High Schools; Home Visits; *Instructional Effectiveness; *Nurses; *Obstetrics; Postsecondary Education; Professional Continuing Education; Questionnaires
IDENTIFIERS- *England; Nurse Midwives

The effectiveness of flexible modes of learning in postregistration nursing, midwifery, and health visiting education and practice in England was examined through three surveys and case studies. Of the 874 questionnaires mailed to institutions (colleges of nursing, colleges of higher education, National Health Service (NHS) trusts, hospices, and private-sector institutions), 263 were returned (overall response rate, approximately 30%). The second survey was sent to 31 colleges of nursing and elicited a 100% response. The third survey was sent to 477 representatives of the same institutions the 90th percentile of their high school classes. Postests, administered since 1983, show continuing education for nurses/midwives has had mixed consequences, including the following: the modular nature of programs sometimes leads to a lack of cohesion, reduced sense of organizational unity, marginalization of educators' and organizations' needs, increased stress on teachers, greater consideration of prior experiential learning, reinforcement of the view that the nursing knowledge held by practitioners is important. Appended are the following: questionnaires; performance indicators; interview schedules; dimensions of flexible learning in postregistration nurse education; and list of members of the expert group. Contains 58 references. (MN)

ED 403 387 CE 072 995

Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Annual Reports; Delivery Systems; *Educational Change; Educational Cooperation; Educational Planning; Educational Quality; Federal State Relationship; Financial Support; Foreign Countries; Government School Relationship; *National Programs; Program Administration; Program Costs; Program Development; Program

suggests ways to examine ethical processes--how to think it through. Contains 10 references. (KC)

ED 403 405 CE 073 234

Workforce Development Trends.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Change; *Education Work Relationship; *Employment Patterns; *Employment Projections; Job Training; *Labor Force; *Labor Force Development; Postsecondary Education; Secondary Education; Tables (Data); Training Allowances; Trend Analysis

Recent studies profiling the United States' current and future work force have identified significant changes in work force demographics, immigration patterns, economic structure, the education-employment connection, and company training investments. Among the specific changes and trends that have been identified are the following: (1) the percentages of females and minorities in the U.S. work force are increasing; (2) jobs in the nonmanufacturing sector and professional specialities are increasing; (3) cognitive and "people" skills are becoming increasingly important and are increasingly determining earnings potential; (4) downsizing is displacing fewer blue-collar workers but more white-collar workers; (5) displaced workers receiving retraining are more likely to return to the work force; (6) the numbers of small and midsized firms are increasing, and approximately 80% of all employment is now in establishments with fewer than 500 employees; (7) although the likelihood of remaining in the same occupation has remained level, the likelihood of staying with the same employer or industry has declined; (8) individuals receiving occupation-specific training earn 10-40% more than their counterparts, depending on the level of training; (9) transition to more "stable" employment situations occurs more quickly as education increases; and (10) job skill requirements are increasing rather than decreasing. (Contains 13 tables/figures.) (MN)

ED 403 406 CE 073 238

Threlfall, Monica; Langley, Gail
Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- Aug 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Admission Criteria; Educational Cooperation; Educational Trends; *English; Enrollment; Equal Education; Foreign Countries; *Foreign Students; International Cooperation; International Educational Exchange; *Language Skills; *Participation; Postsecondary Education; Questionnaires; Sex Differences; Tables (Data); *Technical Education; *Womens Education

A study examined the impact of limited English competence on participation of foreign female students in technical

PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Block Grants; Educational Finance; Educational Legislation; *Education Work Relationship; *Federal Aid; *Federal Legislation; Federal State Relationship; Government School Relationship; *Labor Force Development; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; School to Work Opportunities Act 1994

Congress is working to complete legislation to create block grant funding for work force development. Nearly 100 vocational education, job training, adult education, and other work force education programs that previously were separately funded will compete for the reduced funding available. The Carl D. Perkins Act of 1990 and School-to-Work Opportunities Act will be repealed. The two block grant bills contain significant differences. The House bill calls for three block grants--youth education and training, adult education, and adult job training; the Senate bill has just one. The House version would become effective sooner. The Senate version grants more influence to state education agencies and officials. Agreements between the bills include the following: continued vocational-technical education provision by public education; greater authority of governors; school-to-work initiatives; work force development boards to oversee local adult job training programs; a system of "one-stop" career centers; and vouchers to finance adult education and training. Compared to the Perkins Act, the new block grant legislation does not guarantee funds for particular programs. It may give more funding to certain programs and it continues support for special programs under the Perkins Act. Educators must increase efforts to work with governors who will have more authority, responsibility and discretion in determining workforce development plans and budgets and in distributing funds. (A two-page comparison on the House and Senate Block Grant proposals is provided.) (YLB)

ED 403 425 CE 073 274

Bergman, Terri
Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
PUB DATE- 96
NOTE- 8p.; Adapted from ED 391 048. Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Consortia; *Cooperative Programs; Coordination; *Educational Cooperation; *Institutional Cooperation; Job Training; *Labor Force Development; Program Development; *Shared Resources and Services; Vocational Education

A learning consortium is a group of companies that come together to learn from each other to develop new capabilities, build the skills of their employees, and increase the productive capacities of their enterprises. Most undertake both work force nontraditional students. Remaining issues include the following: evaluation of tech prep; the distinctions between tech prep and STW; limited tech prep enrollments after 5 years; lack of parent and student inclusion in planning and implementation; and the competing goals and objectives that underpin both tech prep and STW. Tech prep and STW will succeed only if they involve a partnership of education with the entire community. (KC)

ED 403 443 CE 073 323

Finlay, Ian
Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.
SPONS. AGENCY- Joseph Rowntree Foundation, York (England).
PUB DATE- Sep 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Articulation (Education); *College School Cooperation; Cooperative Programs; Coordination; Educational Legislation; Federal Legislation; Foreign Countries; *Governance; Partnerships in Education; Postsecondary Education; Secondary Education; Technical Institutes; Vocational Education
IDENTIFIERS- *Scotland

A study investigated the formal and informal links between schools, further education (FE) colleges, and education authorities (EAs) in the planning and provision of education in upper secondary schools and FE colleges in Scotland. The concern was that conflicting or destructive competitive relationships between FE colleges, schools, and regional councils in their role as EAs would arise as a result of the Further and Higher Education (Scotland) Act of 1992, which removed FE colleges from EA control. Findings showed a great deal of close cooperation between schools and FE colleges with little evidence of competition. Relationships between schools and colleges appeared to be based on cooperation and collaboration. At least 4 of 12 EAs had formal committees composed of college principals, members of the EA directorate, and secondary school head teachers. All other EAs had forums where these individuals could exchange ideas. The main cause of friction between FE colleges and EAs was the administration of financial aid for students taking nonadvanced FE. The majority of strategic issues affecting the postcompulsory age group were curricular; achieving curricular coherence and providing for smooth transitions from school to college were most frequently mentioned. (Contains 21 references.) (YLB)

ED 403 444 CE 073 325

Wichowski, Chester P.; And Others
An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
PUB DATE- Dec 96
NOTE- 120p.; For part 1, see ED 363 801.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; *Educational Attitudes; Educational Needs; *Employer Attitudes; *Employment Potential; High Schools; High School Students; *Job Skills; *Outcomes of

in HRD; (18) learning organization; (19) transfer of training; (20) cross-cultural HRD; (21) contextual learning issues; (22) expertise in organizations; (23) career development/special needs; (24) practitioner states; (25) structured and unstructured learning; (26) leadership and management development; (27) diversity in the workplace; (28) university instruction in HRD; (29) performance improvement; (30) partnership research; (31) evaluation systems in HRD; (32) team building; (33) training practices; (34) HRD academic programs; and (35) status of HRD research. The two keynote papers address HRD integrity through business-research partnerships: "Partnering for Research: The Ford Design Institute/UGA Research Project" (Karen E. Watkins, Lewis J. Bellinger) and "The Partnership Journey from Satisfaction to Performance: Human Resource Development Becomes a World-Class Business Partner" (Timothy R. McClernon; Richard A. Swanson). Papers contain references. (SK)

ED 403 462 CE 073 481

HRD Town Forum.
PUB DATE- 96
NOTE- 15p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Adult Education; *Codes of Ethics; *Employer Employee Relationship; Employment Practices; Human Capital; *Human Resources; *Integrity; *Labor Force Development; On the Job Training; Organizational Development; Program Evaluation; Staff Development; Training Methods

These two papers were presented at a "town forum" on human resource development (HRD) moderated by Martin Mulder at the 1996 Academy of Human Resource Development Conference. "Human Resource Development with Integrity" (Ronald L. Jacobs) reflects on the conference theme and offers two definitions of integrity as applied to HRD. The second paper, "Performance with Integrity: Thoughts on a Code of Conduct for HRD that Reflects Adult Development Theory" (Victoria J. Marsick), suggests that a code of conduct for HRD practitioners be crafted, with emphasis on human development, using adult development theory to generate insights into a professional code of conduct that inculcates integrity. Papers contain references.

ED 403 463 CE 073 482

HRD & Business Outcomes.
PUB DATE- 96
NOTE- 29p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Compliance (Legal); *Employer Employee Relationship; *Employment Practices; Human Capital; *Human Resources; *Labor Force Development; Organizational Development; *Small Businesses; Staff Development

reports development of a transfer of training model that contains the three categories of major transfer influencing factors--characteristics of trainee, training design, and work environment--and their relation with learning and performance. It presents results of the model's test in a corporate setting that indicate the trainee's self-efficacy and the supervisory support are important factors. "Integrating Work and Learning for Superior Performance" (Joel R. Montgomery, Chak C. Lau) introduces an Integrative Learning Model and four interwoven, interactive support components that facilitate integrating work and learning and foster enhanced learning transfer and superior performance. Ppaers contain references. (YLB)

ED 403 481 CE 073 500

Cross-Cultural HRD.
PUB DATE- 96
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; *Cultural Literacy; Culture Conflict; Educational Research; Foreign Countries; *Intercultural Communication; International Relations; *International Trade; Job Training; *Labor Force Development; Social Adjustment
IDENTIFIERS- China

This document consists of three papers presented at a symposium on cross-cultural human resource development (HRD) moderated by Connie Fletcher at the 1996 conference of the Academy of Human Resource Development. "Intercultural Adjustment of U.S. Expatriates in the People's Republic of China" (Hallett G. Hullinger, Robert E. Nolan) presents results of a study of antecedent conditions in the lives of 40 Americans and 7 Chinese living in Beijing, China that contributed to their successful adjustment. Seven categories of adjustment factors are identified: personality, expectations, prior overseas experience, motivation, language skills, intracultural and intercultural relationships, and preparation and training. "Cross-Cultural Training--Review of Literature and an Action Learning Approach" (Nienyu Keng) discusses a study that classified cross-cultural training research into three approaches; analyzed problems related to effectiveness of cross-cultural training and its design; and presented action learning as an alternative method. "Filters of a Family Kind: How They Impact Global HRD--and Why West Doesn't Always Meet East" (Verna J. Willis, Robert L. Dilworth) reports a study that explored how such filters can illuminate understanding of how to deal with HRD in a multicultural milieu, drawing contrasts between the United States and China and to a lesser extent, Japan and Indonesia. It shows how U.S. management and HRD are largely missing the important family-related filter and are extremely vulnerable to miscues and faux pas when dealing with Asian countries. Each paper contains references. (YLB)

ED 403 482 CE 073 501

Contextual Learning Issues.
PUB DATE- 96

society and that they are based on the premise that when provided all available facts and the opportunity to consider likely consequences of behavior, children will develop responsible self direction and choose to behave in ways that are most satisfying to society and themselves. (LLL)

ED 403 499 CG 025 266

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aging (Individuals); Change; Elementary School Students; Elementary Secondary Education; Family Structure; *Futures (of Society); *Grandparents; *Older Adults; Pupil Personnel Workers; *School Counseling; Secondary School Students

This document presents the last in a series of six interrelated guides, the Schools in an Aging Society series, designed to promote education for, with, and about older adults. This guide for pupil personnel specialists provides age-related information on the changing family and workplace. It is appropriate for school counselors, psychologists, and social workers. Changes in family structure, such as fewer children and more older persons, mean that students have different family experiences and needs than did young people of past generations. An increasing number of young people are in homes where primary care is provided to their grandparents, that a growing number of children are under the primary care of their grandparents, and that career opportunities and the workplace are affected by the aging society. School counselors are in a unique position to help young people by working with students individually, in the classroom, with families, and through school-community programs. Lessons in the guide focus on (1) the changing workplace; (2) career opportunities in gerontology; (3) changing families; (4) taking care of a grandparent; and (5) when grandparents are the only parents. Also included are plans and materials for an intergenerational workshop. (NB)

ED 403 500 CG 025 267

Ross, David B.
Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
PUB DATE- 90
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anxiety; *Cognitive Restructuring; College Faculty; College Students; Communication Apprehension; Coping; Counseling Techniques; *Desensitization; Evaluation Methods; Higher Education; High Schools; High School Students; Mathematics Anxiety; *Relaxation Training; *School Counselors;

Counseling Series.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adjustment (to Environment); *Chronic Illness; *Counseling Psychology; *Counseling Techniques; Counselors; *Family Counseling; Family Problems; Health Services; *Holistic Approach; Holistic Evaluation; Medical Care Evaluation; Physician Patient Relationship; Special Health Problems
IDENTIFIERS- Biopsychosocial Model

Regardless of whether a patient's health-care provider works from a traditional biomedical or a new biopsychosocial model, therapists and counselors need to work with patients and their families challenged by the onset of a serious illness. This book addresses this need and outlines the five goals of medical family therapy: (1) help the family accept the illness and then develop a manageable treatment plan; (2) strengthen the patient's healing potential; (3) help maintain an individual and family identity apart from the illness; (4) open lines of communication; and (5) resolve old conflicts in new ways. Essays include: (1) "Opening the Door to Collaboration with Physicians" (Rae J. Schilling and David L. Stoller); (2) "Collaboration between Family Therapists and Physicians: An Interview with Thomas L. Campbell, M.D." (Susan H. McDaniel); (3) "Families and AIDS: The Medical Family Therapy Approach" (Jeri Hepworth and others); (4) "Language, Silence, and Somatic Fixation" (David B. Seaburn); (5) "Ethical Issues in the Treatment of Families with Chronically Ill Members" (Michael C. Gottlieb); and (6) "Personal Ease, Physical Disease, and Intergenerational Family Experience" (Donald S. Williamson). (RJM)

ED 403 519 CG 027 514

Huber, Charles H., Ed.
Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Change; *Change Strategies; Client Characteristics (Human Services); *Counseling Techniques; Counselor Attitudes; *Counselor Characteristics; Counselor Client Relationship; Cultural Influences; *Family Counseling; Family Relationship; *Individual Counseling

Transitioning from individual to family counseling can be difficult because, as one moves between these two approaches to helping, it becomes necessary to view all aspects of behavior differently. This monograph offers a sampling of professional views on the various challenges confronting a counselor in such a transition. Essays include: (1) "Family Counselors as Artists and Scientists" (Samuel T. Gladding); (2) "Equilibrium: A Conceptual Context for Family Counseling" (Peter A. Powers and Charles H. Huber); (3) "Family-of-Origin Work for the Family Counselor" (Volker Thomas and Phil Striegel); (4) "Cultivating the Language of Play: The Young Child in Family Counseling" (C. Wayne Jones); (5) "Mexican-American Families and Acculturation: Implications for Family Counseling" (Sylvia Soto-Fulp and others); (6) "Community as Family: The Multiple-Family Contexts

DESCRIPTORS- Action Research; *Biographies; Classroom Techniques; Elementary Secondary Education; Higher Education; Independent Study; *Language Arts; Learning Strategies; *Personal Narratives; Teacher Education; Teaching Methods
IDENTIFIERS- *Personal Writing; Teacher Researchers; *Teaching Perspectives

This book is about learning--about one educator's experiences learning to teach, to observe, and to make choices. It is a portrayal of a life in action and of the intertwining of professional work and personal experiences. The educator portrayed in the book has explored many aspects of education, searching for where she might make the most difference, as a teacher, a teacher of teachers, a school board member, a researchers, and a writer. Her passion for the countryside, her experiments as a composer of music, and her lifelong relationship with writing are revealed. Collected for the first time are some of her best essays, including ones previously unpublished, which extend the notions of reading, writing, and researching in surprising directions. These deeply questioning essays are both personal and scholarly. (Contains samples of students' work and 97 references.) (CR)

ED 403 538 CS 012 684

Scheele, Paul R.
The PhotoReading Whole Mind System.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Learning Processes; *Learning Strategies; *Reading Comprehension; *Reading Improvement; Reading Programs; Reading Rate; *Speed Reading
IDENTIFIERS- Reading Fluency

Presenting techniques for using the whole mind, this book describes PhotoReading, a reading program that teaches not just how to read faster, but how to learn at speeds many times faster than before. The book notes that PhotoReading teaches readers how to "mentally photograph" the written page directly into their "other-than-conscious" mind, bypassing the limited capabilities of the conscious mind. After a foreword and a discussion of how to read the book and how to use telephone support, chapters in the book are (1) "The Origins of PhotoReading"; (2) "Old Reading Habits or New Reading Choices"; (3) "Prepare"; (4) "Preview"; (5) "PhotoRead"; (6) "Activate"; (7) "Rapid Read"; (8) "Tips for Making PhotoReading Part of Your Daily Life"; (9) "Share Information through Group Activation"; (10) "Enrich Your PhotoReading Experience"; (11) "Use Synoptic Reading for Life-Long Exploration"; (12) "Questions and Answers for the Beginning PhotoReader"; and (13) "The Secret of the PhotoReading Whole Mind System." Contains 91 references. A quick reference guide is attached. (RS)

ED 403 539 CS 012 685

Weaver, Constance; And Others
Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
PUB DATE- 96
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

and writing classrooms and programs as part of an apparatus for producing subjective forms, which individual students are then induced to inhabit. The paper suggests that the closed circuit of the classroom is overdetermined by the traditions of New Criticism and by the predominance of the writing process movement, which focuses on means rather than ends. The paper points out that this same criticism could be leveled at nearly all student writing: that it is not designed to change the mind of its primary audience, the instructor, but to serve as a means of evaluating the student. The paper proceeds with a close analysis of a student's essay for an in-class mid-term exam to show that a student may be effectively engaged in an argument about student attitudes toward writing but that the student's writing still leads nowhere. The paper concludes that the students are still writing, sometimes self-consciously, to an audience of one. The paper suggests an apparent solution to the audience problem: audiences may be sought for student work outside the classroom, for instance, on the internet. Appendixes contain quotes from one student and the mid-term exam which was analyzed. (TB)

ED 403 558 CS 215 593

Glau, Gregory R.
Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Basic Writing; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Effectiveness; *Instructional Innovation; *Remedial Programs; School Holding Power; Student Needs; *Writing Improvement; Writing Skills
IDENTIFIERS- *Arizona State University; *Basic Writers

For many years, Arizona State University (ASU) allowed its basic writers into its standard English (ENG) 101 course, only after they took ENG 071, a remedial class offered by a local community college. However, it soon became obvious to English Department faculty that the remedial grammar-focused class was not giving this group of students the help, background, and writing experiences they needed to produce rhetorically effective college-level compositions. In the fall of 1992, ASU's English department piloted what it called the "stretch" program, a 2-semester sequence of classes designed to give beginning writers more time to move into the university community. The stretch program, in essence, stretches the standard ENG 101 course over 2 semesters to give beginning writers more time to work on and revise and think about their writing. Instead of doing all the ENG 101 assignments in one semester, they do three papers each semester, each with multiple drafts, along with a portfolio analysis of their writing as a final examination. The first class in the stretch sequence is a pass/fail course, but the grades students earn on the papers go on to count toward 50% of their ENG 101 grade. Results show that more students are staying at ASU for ENG 101 than before, and more are passing ENG 101 than before.

presented, pivoting on an essential question--architecture becomes a frontier for creative writing to thrive, though any subject might be chosen for the exploration (the model is flexible and expansive). The project's third selection, "The Glass Passage," is a long poem and commentary in which a way to understand more about architecture is assembled as an example of creative writing as inquiry. The project, as a whole, draws on psychologists, learning theorists, poets and fiction writers, creativity specialists, composition and reading theorists, poets and fiction writers, creativity specialists, composition and reading theorists, linguists and educational philosophers. (Contains 60 references and 4 appendixes of research material, much with illustrations.) (TB)

ED 403 578 CS 215 702

Bashford, Bruce
Pedagogy and Intellectual Work.
PUB DATE- 28 Mar 96
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; *English Departments; *English Instruction; *Feedback; Graduate Students; Higher Education; *Instructional Improvement; Mentors; Program Development; *Teaching Assistants; *Teaching Skills
IDENTIFIERS- *State University of New York Stony Brook

Five universities in New York State (SUNY--State University of New York at Stony Brook, Syracuse, Cornell, Binghamton, and New York Universities--are involved in a 3-year project to better prepare graduate students to become teachers. The State University of New York, Stony Brook, English Department is providing graduate teaching assistants with intensive faculty mentoring. Though much time and energy have gone into providing these students with critical feedback about their efforts to become scholars and researchers, too little time is spent providing "criticism" toward their efforts to become good teachers. Ways must be found to provide this feedback and to comment critically on pedagogy. Teaching in close collaboration with colleagues, using largely the same materials and assignments, and meeting regularly, especially to discuss student writing, may help achieve this goal. (CR)

ED 403 579 CS 215 703

Zenger, Amy A.
Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
PUB DATE- Mar 96
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Freshmen; *Communication Skills; *Cooperative Planning; *Critical Thinking; Cultural Pluralism; Ethical Instruction; General Education; Higher Education;

DESCRIPTORS- Bilingual Students; Classroom Techniques; *Computer Assisted Instruction; Grade 5; Intermediate Grades; *Learning Processes; *Literacy; Reading Improvement; Reading Instruction; *Reading Skills; Whole Language Approach; Writing Improvement; Writing Instruction; *Writing Skills; *Writing Workshops
IDENTIFIERS- Illinois

A study examined a program for advancement of students' literacy to improve their reading and writing skills. Subjects were seven fifth-grade bilingual students in a growing middle class community, located in a suburb of a large midwestern city. The problem of low reading and writing scores was documented in student writing samples, teacher observation, and test scores from the Illinois Goal Assessment Program. Analysis of probable cause data revealed that students' leisure time was not being spent on literacy activities, students' oral language was underdeveloped, at-risk or low income background students had fewer outside experiences, lack of family interaction and literacy modeling at home. Faculty reported a weakness in students' reading and writing skills. Reviews of curricula content and instructional strategies revealed an overemphasis on skilled subjects, not merging the focus of literacy into whole language, and instruction with one emphasis. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of 3 major categories of intervention: a writing workshop in the classroom was established using technology as a tool, the development of cognitive language was addressed, and a whole language environment was created. Results indicated an increase in student writing skills and student motivation to write, which was demonstrated by observation and documented scores. (Contains 12 tables of data and 20 references; appended are a variety of sample forms and assignments.) (Author/CR)

ED 403 599 CS 215 723

Leistler, John D.
Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art; Class Activities; *Drama; *History Instruction; Questioning Techniques; Secondary Education; Thematic Approach; *United States History
IDENTIFIERS- *Historical Background

This paper discusses plays and companion art pieces suitable for use in the United States history classroom. After a poster from a production of Max Frisch's "Biedermann und die Brandstifter," the paper presents a list of 18 questions ("lenses") for the study of plays with a historical connection; a list of 15 plays for in-depth consideration along with companion art pieces; an abbreviated commentary of the 15 plays and art pieces; a catalog of 109 other plays appropriate and viable for the history classroom; suggestions, themes, and thoughts about 3 particular plays ("The Tenth Man," "Day of Absence," and "Wetback Run") for use in a United States history classroom; and an account of a night at the theatre in 1876. (RS)

ED 403 600 CS 215 724

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communication Apprehension; Communication Research; Higher Education; Instructional Improvement; Persuasive Discourse; *Public Speaking; *Self Concept; Self Evaluation (Individuals); Undergraduate Students; *Videotape Recordings
IDENTIFIERS- Communication Behavior; Teacher Student Conferences

A study examined the effects of videotaping in a public speaking program. Hypotheses were that (1) communication apprehension is negatively related to self-perceived communication competency and (2) low communication apprehensive subjects will show less self-perceived communication competency on a subsequent speech if, during a conference with their teacher, they first view a videotape of themselves delivering a speech. Subjects were 71 undergraduate students enrolled in 3 sections of the basic public speaking course at a midwestern university. Uniformity in approach, syllabus, number and type of speech assignments, and critiquing format were maintained. Subjects were required to give four prepared speeches. Communication apprehension (CA) was measured by the public speaking component of the Personal Report of Communication Apprehension (PRCA-24), completed by subjects prior to delivering each of the four speeches, and the Self-Perceived Public Speaking Competency Scale (SPPSC) was used to measure self-perceived competence. Results indicated that an average of 11 students (15%) were categorized as high CAs, an average of 17 students (24%) were low CAs, and an average of 43 students (61%) were moderate CAs. Findings revealed that all comparisons proved significant in confirming the first hypothesis, but the second hypothesis was not confirmed. (Contains 33 references.) (CR)

ED 403 621 CS 509 419

Hennings, Dorothy Grant
Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
PUB DATE- 97
NOTE- 562p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Educational Philosophy; Elementary Education; Grammar; *Integrated Activities; *Knowledge Base for Teaching; Language Acquisition; *Language Arts; Language Usage; Lesson Plans; Listening Skills; Multicultural Education; *Reading Writing Relationship; Units of Study; *Whole Language Approach; Writing Processes
IDENTIFIERS- Oracy

Suggesting that teachers must develop a philosophy of language arts instruction to guide their teaching, this book provides teachers in language arts or combined language arts and reading courses with the knowledge base and practical ideas they need to plan and implement a literature-based language arts program in which children are actively involved in thinking and communicating. The book describes an approach that integrates the language arts--speaking, listening, reading, and writing--into the total curriculum and in which literature is central. Among the changes and additions for the sixth edition of the book is "Access Pages," a planning resource handbook that presents lists of award-winning books, unit plans, lesson

White, Barbara L.; Daniel, Larry G.
Views of Instructional Supervision: What Do the Textbooks Say?
PUB DATE- Nov 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Supervision (of Teachers); Elementary Secondary Education; Evaluation Methods; *Supervision; *Supervisory Methods; *Supervisory Training; *Teacher Supervision

In all professions, the development of the field rests on an established knowledge base and on newer, emerging information. As a discipline, instructional supervision has been influenced by both evaluation-based and clinically oriented theories. This paper presents findings of a study that sought to determine the degree to which various supervisory theories are dominant in contemporary instructional supervision textbooks. The study examined 12 educational supervision textbooks, using a list of key words and concepts derived from several different supervisory theories. Theoretical orientations consistent with evaluation-based theories were found in seven of the textbooks, while more clinically oriented theories were dominant in the other five. No one theory consistently dominated the textbooks. Hence, considering that textbooks remain one of several major means for communicating a knowledge base to students, it is likely that supervisory practice will continue to be affected by varied theoretical orientations. (Contains 26 references.) (LMI)

ED 403 642 EA 028 175

Pounders, Barbara; And Others
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Leadership Qualities; Principals; Public Schools; Secondary Education; *Superintendents; *Teacher Attitudes
IDENTIFIERS- *Alabama

The situational leadership model identifies four leadership styles--telling, selling, participating, and delegating. This paper discusses the initial findings of a study that examined the role of superintendents in Alabama. The study sought to determine if secondary school principals and local teacher-association representatives differed in their perceptions regarding the leadership styles of their superintendents and the bases of power that the superintendents used. P. Hersey and K. Blanchard's (1982) LEAD-Other instrument was used to measure leadership styles of superintendents as perceived by secondary school principals and teacher-association representatives. A researcher-developed instrument, the Power Base Profile-Superintendents (PBP-S), was used to measure the principals'

A Handbook for Public and Private School Educators.
PUB DATE- Oct 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Categorical Aid; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; Grants; Incentive Grants; *Private Education; Private Schools; Special Needs Students; *State Federal Aid

Approximately one in four schools in the United States today is a private school. This handbook was designed to inform representatives of children enrolled in private elementary and secondary schools of the resources available to them through federal education programs. The handbook also provides useful materials to public school officials who administer federal education programs on behalf of children attending private schools. Chapter 1 provides background information on the U.S. Department of Education, the Office of Non-Public Education, and the world of private schools in the United States. The second chapter provides information on the U.S. Department of Education programs, which are formula grant programs authorized under the Elementary and Secondary Education Act, that provide benefits to students attending private schools. Special initiatives at the U.S. Department of Education that are of interest to private school educators are discussed in chapter 3. Information on programs outside of the U.S. Department of Education are offered in the fourth chapter. Three figures and two tables are included. Appendices contain contact information. (LMI)

ED 403 662 EA 028 212

Klein, Steven; And Others
Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 51p.; For the 12 studies of education reform summarized here, see ED 397 530-565.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Change; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Leadership; Professional Development; Resource Allocation; *School Restructuring
IDENTIFIERS- *Studies of Education Reform (OERI)

Nearly all school reforms, regardless of their scope or intended target, share a number of characteristics. This report reviews the essential elements of planning, implementing, and sustaining school reform and presents eight key lessons to guide prospective reformers. The lessons are drawn from 12 major studies of education reform funded by the U.S. Department of Education, Office of Educational Research and Improvement (OERI) between 1990 and 1995. These studies were built around

(055)

DESCRIPTORS- *Attachment Behavior; *Behavior Change; *Behavior Development; Behavior Modification; *Behavior Problems; Child Caregivers; Day Care; *Disabilities; Early Intervention; Infants; Inservice Education; Preschool Education; Prevention; Toddlers

IDENTIFIERS- *Behavior Management; Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 7, which focuses on ways of preventing and dealing with problem behavior. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of bonding and attachment, infant crying, age-appropriate behavior in infants and toddlers, structuring the environment, and behavior management techniques. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 681 EC 302 319

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- 90

NOTE- 103p.; For related documents, see EC 302 310-325.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Caregivers; *Communicable Diseases; Day Care; *Disabilities; *Disease Control; *Drug Therapy; Health Promotion; *Health Services; Hygiene; Infants; Inservice Education; Preschool Education; Public Health; *Seizures; Toddlers

IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 8, which focuses on health care including infection control, medication administration, and seizure management. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives work best, and guidelines were tested in classrooms for students with moderate and severe disabilities. The guidelines address such concerns as: frequency, quantity, and type of data to collect; graphing; frequency of data review; and application of data to solve learning problems. Three case studies illustrate how special education teachers have used the guidelines to assess student progress and solve instructional problems. The case studies show teachers interpreting data, forming hypotheses about learning problems, and selecting program changes. Six appendices offer a resource list, notes for experienced teachers, a sample anecdotal data chart, a problem analysis worksheet and directions, an outline of recommended instructional changes by type of data path, a list of potential instructional changes, and a summary of the research foundation for the guidelines. (Contains 14 references.) (DB)

ED 403 699 EC 305 250

Demchak, MaryAnn; Bossert, Karen W.
Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Science Research; Behavior Change; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; Intervention; *Mental Retardation; *Student Evaluation; Training Methods; Work Environment
IDENTIFIERS- *Functional Assessment

This guide shows how principles of functional assessment can be applied to behavior problems of students with mental retardation to identify the behavior's purposes and plan for more effective intervention in classrooms, supported living settings, and work settings. It shows how to conduct a functional assessment and link assessment results to interventions, and provides an example of a completed functional analysis. An introductory chapter identifies fundamental assumptions of functional assessment. Chapter 2 discusses conducting a functional assessment, with sections on identifying, prioritizing, and defining problem behaviors; formulating hypotheses; and completing a functional analysis. Periodic self-check sub-sections are also provided. Chapter 3 is on linking assessment results to interventions. It covers selecting replacement behaviors, manipulating consequences, manipulating antecedents, and addressing setting events. Chapter 4 provides a detailed example of a completed functional assessment through the steps of identifying problem behaviors, prioritizing problem behaviors, defining problem behaviors, formulating hypotheses, and developing an intervention. The concluding chapter stresses application of an assessment process conducted through a combination of structured interviews, systematic observations, and functional analysis of problem behavior. (Contains 23 references.) (DB)

ED 403 700 EC 305 251

Browder, Diane M.; Lim, Levan

statement, a section-by-section analysis, views of individual senators, and the text of both the original law and the proposed amendments. (DB)

ED 403 717 EC 305 282

Ahearn, Eileen M.
Due Process Hearings: An Update. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 8 Jan 97
NOTE- 31p.; For earlier study, see ED 378 714.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conflict Resolution; *Disabilities; *Due Process; Educational Policy; Elementary Secondary Education; *Hearings; National Surveys; Research Needs; State School District Relationship; State Standards; *Trend Analysis

This report presents data from all 50 states on due process hearings concerning the education of students with disabilities for the years 1992, 1993, and 1994. Data were gathered from a 1996 survey conducted by the National Association of State Directors of Special Education. This survey updates due process statistics from a 1994 survey that obtained data from 1991, 1992, and 1993. Analysis of results took into account the differences in record-keeping "years" among states; whether the state had a "two-tier" (local and state level hearings) or "one-tier" (state level hearings only) due process system; and the number of hearings requested and held. The following findings are reported: requests for hearings grew at an average rate of 7.5 percent from 1991 to 1995 (but only 3.3 percent for the final year of that period); numbers of hearings held grew at an average rate of 16.5 percent from 1991 to 1995; and many states are investigating alternative methods of dispute resolution, particularly mediation. The report concludes that data to assess current due process systems and procedures are seriously lacking, and that an acute need exists for research in dispute resolution at the state and federal levels. Appendices provide examples of one-tier and two-tier due process systems (from Massachusetts and Alaska), the survey itself, and a tabular presentation of survey data by state. (DB)

ED 403 718 EC 305 283

Avoke, Selete; And Others
Infusing Transition into Individualized Education Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Legislation; *Educational Planning; *Education Work Relationship; Federal Legislation; *Individualized Education Programs; Legal Responsibility; Models; Needs Assessment; Secondary Education; State Standards; *Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; *Iowa

This document is intended to assist Iowa school districts and area education agencies in planning and recording the

Languages.
PUB DATE- May 95
NOTE- 17p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Australian Aboriginal Languages; Cultural Background; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Geographic Distribution; *Heritage Education; *Indigenous Populations; Language Classification; *Language Maintenance; *Language Role; Organizations (Groups); Program Descriptions
IDENTIFIERS- *Australia

The booklet describes efforts to preserve Australian Aboriginal languages and culture, profiles individuals who have a significant role in these efforts, contains individuals' commentaries on Aboriginal language issues, gives background information on the languages and language groups, and describes programs and organizations supporting the maintenance of the languages within mainstream Australian culture. Programs described include language courses, language revival movements, college second language programs, regional Aboriginal centers, adult education programs, recording of Aboriginal songs, translation projects, language research, art, incorporation of Aboriginal languages into the national curriculum, and consultation programs. Language-related anecdotes and numerous photographs are also included. A list of print and organizational resources in each territory is provided. (MSE)

ED 403 737 FL 024 092

Smitherman, Geneva
From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
PUB DATE- Jul 96
NOTE- 16p.; Paper presented at a Colloquium on Harmonizing and Standardizing African Languages for Education and Development (Cape Town, South Africa, July 11-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Age Differences; *Blacks; College Second Language Programs; College Students; Educational Trends; Elementary Secondary Education; *Heritage Education; *Language Attitudes; National Surveys; Public Schools; Second Language Learning; Second Language Programs; Sex Differences; *Student Motivation; Swahili; Trend Analysis; Uncommonly Taught Languages
IDENTIFIERS- *African Americans

A study investigated the nature and extent of African American interest in African languages. Data were gathered in (1) an informal telephone survey of selected universities having an African American studies department and/or a sizeable number of Black students, and African-centered public schools, and (2) a survey of 234 African Americans and others at 3 universities, 1 college, and 1 church. The first part of the study resulted in a list of 19 schools and colleges offering African languages; the list is included here. The study's second part found about 10 percent of respondents had studied an African language, with Swahili being the most commonly studied language. Little gender difference in language study was found. Almost three-quarters of respondents who had not studied an African language wished are identified: passivity in the learning process; preference for rote memorization and low tolerance for ambiguity; difficulty with self-expression; an unwillingness to stand out; preference for an either/or examination format, with unambiguously correct answers; lack of concern for generalizing; and extreme concern about examinations. Japanese students are encouraged by classroom practices to regard knowledge as fundamentally a list of facts, which should come in predetermined, easily memorized forms; only testable knowledge is legitimate, and knowledge should be authorized. Classroom techniques for language instruction in this context are offered. Contains seven references. (MSE)

ED 403 756 FL 024 379

Li, Li-Te
Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
PUB DATE- 29 Mar 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Objectives; Classroom Environment; Classroom Techniques; *Educational Attitudes; Educational Strategies; *English (Second Language); Foreign Countries; Humanistic Education; Instructional Materials; *Language Attitudes; Second Language Instruction; Second Language Learning; *Self Expression; Two Year Colleges; Two Year College Students; *Whole Language Approach
IDENTIFIERS- *Taiwan

It is proposed that English-as-a-Foreign-Language (EFL) instruction can go beyond learning driven by structures and tests and address universal human needs through an orientation toward meaning and discussion. Application of the concepts of the Whole Language Approach to EFL instruction is explored, drawing on experience with junior college students in Taiwan. Common student attitudes toward EFL, including frustration and apprehension, were addressed by developing a thematic curriculum that focuses on common interests and concerns and also encourages discussion and expression of feelings. An instructional unit on love is presented as an example of this approach; selection of varied readings, classroom discussion topics (growing pains, generation gap, romantic love, individual value), writing assignments, tests, and assessment criteria are all designed to support and encourage reflection and self-expression, and to provide material for continued discussion outside class. Student response to the approach has been very positive, characterized by increased self-confidence, enjoyment, and willingness to share personal experience with others. Contains 33 references. (MSE)

ED 403 757 FL 024 380

Huang, Su-yueh
English Programs for Non-English Majors at Universities in Taiwan.
PUB DATE- 9 Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the ETA Conference (4th, Taipei, Taiwan, November 1996). For a related document, see FL 024 381.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

target language used more interesting by creating new characters, situations, settings, or objectives. This can be accomplished by using dice to assign attributes, physical characteristics, and abilities to characters, or to change variables in the situation such as country in which the scenario is set, actions taken, time period, or physical environment. The teacher can create categories corresponding to elements in the textbook conversation, list options, and have students use dice to choose them. For example, in a conversation about a trip, variables might include country of destination, length of stay, places visited or activities while traveling, and money available or spent. Interesting role-playing situations can also be created without reference to the textbook: following a map on a board; giving descriptions of places or buildings; or giving descriptions of travel. The techniques reflect theoretical principles of second language teaching and learning. (MSE)

ED 403 778 FL 024 408

Bray, Eric; Harsch, Kenton
Using Reflection/Review Journals in Japanese Classrooms.
PUB DATE- 2 Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Classroom Techniques; College Faculty; College Students; *English (Second Language); Faculty Development; Feedback; Foreign Countries; Higher Education; *Journal Writing; Language Skills; *Reflective Teaching; Second Language Instruction; Skill Development; *Student Journals; Teacher Student Relationship
IDENTIFIERS- *Japan

Two teachers' experience with using reflective journals to help both teachers and students reflect on the teaching and learning processes is described. The technique was implemented in English-as-a-Second Language (ESL) classes in a Japanese university. Specific guidelines were established for students, and the journal format was a worksheet containing specific questions for students to answer, including questions for reflection and for review (vocabulary and phrase use and recall, pattern practice). Students worked on journals at the end of each class rather than outside the classroom. Benefits of this method for the teachers included increased awareness of teaching/learning processes, feedback for adjustment of classroom technique or presentation, creation of an additional basis for evaluating student progress, improved rapport with students, and added openings for classroom research. Benefits to students included increased awareness and autonomy, review and increased use of content, and creation of a forum for teacher-student communication. Techniques for journal design and use include using questions and tasks reflecting special student or teacher interests, targeting specific problem areas to raise student awareness, explaining why the journals are used and their role in evaluation, and limiting questions and tasks to the time available. Contains 20 references. (MSE)

ED 403 779 FL 024 409

Hullah, Paul; O'Sullivan, Barry

Connections in the Organizational Behavior Classroom" (Pushkala Prasad); (14) "Anatomy of a Colleagueship: Collaborations in and out of the Classroom" (Marcy Crary and Duncan Spelman); (15) "Teaching as Leading" (Donald C. Hambrick); (16) "Meditations on a Poet's Overalls" (Peter B. Vaill); (17) "The Teaching Experience as Learning in Public" (Karl E. Weick); (18) "The Power of Dialogue: Celebrating the Praxis of Teaching and Research" (Darlyne Bailey); and (19) "Conclusion" (Rae Andre and Peter J. Frost). (Individual chapters contain references.) (JLS)

ED 403 797 HE 029 805

Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.
PUB DATE- Dec 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Educational Legislation; *Eligibility; Federal Aid; Federal Legislation; Federal Programs; Higher Education; *Need Analysis (Student Financial Aid); Paying for College; Policy Formation; *Student Financial Aid
IDENTIFIERS- *Higher Education Act 1965; *Reauthorization Legislation

This paper requests comments by January 21, 1997 concerning a new application process for students applying for federal financial aid and a listing of need analysis issues concerning student aid to be considered as part of the reauthorization process for the Higher Education Act. Several possible viewpoints concerning need analysis and delivery system changes are presented, including the view that federal methodology should be brought in line with traditional need analysis used by institutions for their own funds, and another view that the federal system should determine eligibility apart from need analysis. A student application process is proposed which would allow students to apply for federal student aid by supplying releases and minimal information to allow determination of federal aid eligibility using data retrieved from various agencies. Such a process is seen as increasing credibility, improving access, speeding application processing, and reducing verification efforts. Concerns of such a process regarding stability, availability, and ownership of data; as well as the impact of simplification are noted. Issues in the need analysis of students applying for financial aid are listed and briefly explained including: definition of "independent student," types of formulas for determining need, cost of attendance, demographics, income/income allowances, assets, other resources, professional judgment, and family savings effort. (DB)

ED 403 798 HE 029 840

Rittel, Nancy B.; Olsen, Tammey
Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
PUB DATE- Dec 96
NOTE- 62p.; For the 1995 edition, see ED 390 316.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

(MDM)

ED 403 818 HE 029 863

MacFarland, Thomas W.
Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
PUB DATE- Aug 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Demography; Distance Education; Educational Attitudes; *Educational Quality; *Extension Education; *Graduate Students; Graduate Study; Higher Education; *On Campus Students; Program Evaluation; Satisfaction; School Choice; *Schools of Education; *Student Surveys; Technology; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined student satisfaction among a sample of on-campus and off-campus students of the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University. A total of 1,039 students responded to a survey that focused on demographic and background information, academic programs, and student services. The study found that 80 percent of on-campus students were enrolled in either a master's or specialist program, while nearly two-thirds of all off-campus students were enrolled in doctoral programs. Overall quality of the academic program received a slightly higher rating from off-campus students than from on-campus students, with off-campus respondents providing higher mean ratings than their on-campus counterparts for approximately two-thirds of all survey statements. On-campus respondents indicated higher levels of satisfaction than off-campus students for statements related to the university's technology-based information resource infrastructure. Over 20 percent of all respondents indicated that they would not have attended a college or university if they had not attended NSU. A copy of the survey questionnaire is appended. (Contains 15 references.) (MDM)

ED 403 819 HE 029 864

Atherton, Blair
Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
PUB DATE- Jun 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; *Business Administration Education; Career Development; Demography; Educational Attitudes; *Educational Quality; Graduate Study; *Graduate Surveys; Higher Education; *Program Evaluation; *Satisfaction; School Choice; Technological Literacy; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined graduate satisfaction among a sample of graduates of the School of Business and Entrepreneurship (SBE) at Nova Southeastern University. A total of 157 students who

Nichols, David
Creating a Safe Campus. A Guide for College and University Administrators.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Buildings; College Environment; Community Involvement; Community Programs; Compliance (Legal); *Crime; Crime Prevention; Federal Legislation; Higher Education; *Law Enforcement; Legal Responsibility; Police School Relationship; School Community Relationship; *School Security; *Security Personnel; *Student Personnel Workers; *Violence
IDENTIFIERS- *Student Right to Know and Campus Security Act

Campus crime and violence and other student safety matters have become critical issues for higher education administrators. This book addresses these issues in the context of the Campus Security Act of 1990. The first three chapters, "The College Campus in Transition," "Issues and Impacts of Campus Crime," and "Threats to a Safe Campus," present a realistic view of today's campus environment and the issues and threats that impact on the campus community and its students. The remaining seven chapters offer practical recommendations for creating a safe campus. They discuss the role of student affairs officials; the services performed by campus police and security forces; a philosophy of community policing including an example of one university's experience with community policing; critical components for creating secure campus housing; physical and environmental security needs such as groundskeeping, lighting and access control; and federal and local laws that pertain to campus safety and security, including recordkeeping, reporting, and disclosure needs. A model reporting program is also proposed. The final chapter suggests a collaborative approach to creating a safe campus and discusses the key elements for such a plan. Figures throughout the book summarize and highlight material. (All chapters contain reference endnotes.) (CH)

ED 403 839 HE 029 884

Webster, David S.
The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
PUB DATE- 14 Jan 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Behavior Change; *Change; College Freshmen; *Conservatism; Educational Change; Group Behavior; Higher Education; History; Liberalism; *Political Attitudes; Political Socialization; Quality of Life; Social Attitudes; *Social Change; Social Control; Social Indicators; Social Problems; Social Values; Student Attitudes
IDENTIFIERS- Cooperative Institutional Research Program

This essay looks at three kinds of changes in American society over the period from the late 1960s to the mid-1990s. First, data from the Cooperative Institutional Research Program (CIRP) are used to measure trends in college freshmen's political

Effectiveness; Program Improvement; Relevance (Education); State Programs; Strategic Planning; Systems Approach; *Vocational Education
IDENTIFIERS- *Australia

In 1995, efforts to develop Australia's vocational education and training (VET) system focused on implementing Australia's first national strategy for VET, Towards a Skilled Australia. All stakeholders in VET worked to advance Australia's national strategy for VET, which revolved around the following four themes: responsiveness (maximizing diversity, choice, and cooperation among public, private, and industrial training partners); quality (supporting high standards); accessibility (enabling all Australians who want/need training to get it); and efficiency (emphasizing value for money/accountability and streamlining administrative arrangements). After a major review of VET, a package of measures was developed to achieve a more flexible VET system with more emphasis on the relationship between training providers and clients. Among the areas in which major initiatives were undertaken or completed in 1995 were the following: facilitation of industry input and client choice; competitive tendering; flexible delivery; frontline management; identification/dissemination of best practices; and quality assurance through development of a national curriculum and national assessment system and qualifications framework. (Eighteen figures/tables are included. Appended are lists of members of the following organizations in 1995: state and territory training authority boards; Standards and Curriculum Council; and National Staff Development Committee.) (MN)

ED 403 388 CE 073 097

Dearing, Ron
Review of Qualifications for 16-19 Year Olds. Summary Report.
PUB DATE- Mar 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Certificates; *Employment Qualifications; Foreign Countries; Postsecondary Education; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

This report proposes a coherent national framework for Great Britain that covers all the main qualifications and achievements of young people at every level of ability. It recognizes achievement outside the main formal qualifications as part of a restructured National Record of Achievement. The report proposes a national framework based on the present qualifications that seeks to bring the structure of Advanced ("A") levels and the General National Vocational Qualification (GNVQ) into close alignment. It proposes the renaming of the Advanced GNVQ as the "Applied A level." The framework responds to the following employer needs: competence in the key skills of communication and the application of number and information technology as well as teamwork, problem solving, and learning management. The report proposes a new approach to the redesigned Youth Training program as well as recognition of achievement below the General Certificate of Secondary Education and of those who have learning difficulties. It identifies barriers to achievement and ways to deal with them. Appendixes include information on national awards at advanced, intermediate, foundation, and entry levels. (YLB) cooperation training (TCT). Questionnaires were sent to British Council offices and embassies in all 107 countries with TCT programs and completed by 55 (30.9%) of the countries (including 17 of the 22 largest). Responses indicated that participation of women in TCT has increased by 72% since 1975 to more than 20% of all participants. English language competence was an issue of only limited significance in most countries offering TCT because most applicants still come from the educational/social elite. English language competence was a constraint in Bangladesh, China, Mozambique, Bolivia, Senegal, Peru, and Costa Rica. It was hypothesized that the gender gap in English language skill may increase if the trend toward project-related training results in TCT awards going increasingly to people from a wider range of educational/social backgrounds. (Thirteen tables are included. Appendixes contain the following: study questionnaire; 10 tables/figures summarizing standard English language test results, information on TCT study fellows, TCT program characteristics, and rates of participation in TCT programs by country/gender/subject area; and list of study contributors.) (MN)

ED 403 407 CE 073 239

Taylor, Peter
Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- Nov 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Basic Skills; Case Studies; Curriculum Development; Daily Living Skills; Developed Nations; Developing Nations; *Educational Benefits; *Educational Needs; Educational Trends; *Elementary Education; Foreign Countries; *Integrated Curriculum; International Educational Exchange; Learning Activities; Rural Areas; *Rural Education
IDENTIFIERS- *Contextualized Instruction

The capacity of agriculture to act as a familiar vehicle for development of young rural learners' literacy, numeracy, and other necessary life skills was examined through a literature review and case studies of the use of primary school agriculture (PSA) as a contextualizing subject in the following countries: Tanzania, Kenya, Uganda, Cameroon, Jordan, Papua New Guinea, Sri Lanka, India, Colombia, Brazil, Malaysia, and the United Kingdom (UK). It was concluded that integrating agriculture into basic academic/life skills curricula can enhance learning by providing a unifying theme familiar to most rural children and can also improve school-community relations, thereby increasing the likelihood of parents sending their children to school. The following elements were deemed crucial to successful implementation of integrated curricula: adequately trained teachers; motivated teachers; books/materials relevant to local needs; access to relevant resources; support by local community/parents and community/parent participation in program development; sustained government support; and examinations tailored to curriculum requirements. Appendixes contain the following: overview of PSA; case study; sample text book materials for academic subjects that draw upon agricultural practices/experiences; and sample worksheet materials generated during the PSA case study from the UK. Contains 10 figures and

and workplace development efforts. Although the key feature is cooperative learning, most learning consortia also engage in collective learning. The following issues are involved in forming a learning consortium: creating a concept; building a membership; creating an organization; establishing a mission and goals; assessing needs; developing a program; delivering the program; evaluating the consortium; and building sustainability. Learning consortia provide economic benefits to companies, employees, and the communities in which they reside. The process of working together as a group and learning cooperatively is extremely powerful. Through consortia, training costs can be reduced, resources expanded, and relevance improved. Success factors include the following: (1) build on the success of earlier efforts; (2) establish trust among members; (3) find a highly skilled facilitator to work with the consortium; (4) develop a common mission that all members can support; (5) involve people from all levels of participating organizations; (6) continually improve and redesign programs and services; (7) create a sense of permanence and stability; and (8) demonstrate to members that participation will benefit them directly. (YLB)

ED 403 426 CE 073 275

Logan, Joyce
Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
PUB DATE- 26 Oct 96
NOTE- 16p.; Paper presented at the University Council for Educational Administration Conference (Louisville, KY, October 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; *Curriculum Development; Educational Change; *Educational Improvement; *Educational Needs; *Education Work Relationship; High Schools; Institutional Cooperation; Postsecondary Education; School Business Relationship; *State Programs; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Kentucky

Tech prep and school-to-work (STW) programs, partly based on the Southern Regional Education Board's High Schools that Work, are being used to restructure secondary education in Kentucky. Tech prep aims for a better understanding and application of technology, career awareness and planning, skills for a highly educated work force, a more focused high school vocational-technical curriculum, and a rigorous academic and vocational-technical skill continuum. The first tech prep student enrollment in the state was in 1992-93. The program was evaluated through collection of statewide data but longitudinal studies are needed to determine impact. STW in Kentucky includes work-based learning, school-based learning, and connecting activities. The program broadens educational, career, and economic opportunities for all students through partnerships of businesses, schools, community-based organizations, and state and local governments. Linkages with postsecondary programs should extend learning upward to baccalaureate programs. Staff development will be needed to align the teaching strategies of postsecondary institutions with secondary schools. School administrators will need to become aware of more programming options for schools, such as

Education; State Standards; Statewide Planning; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Pennsylvania

The second part of a study of educational outcomes for high school students in Pennsylvania collected data from a statewide randomly selected sample of 3,364 members of the business and industrial community; a mailed survey yielded 749 usable returns (22 percent). Data analysis included an inspection of survey demographics, a review of descriptive statistics on the ratings of the educational outcome statements, and a factor analysis of the outcome statement ratings. The business survey showed high levels of congruence with the educators' survey in part one of the study in the importance of five factor groupings: technical skills, job search skills, occupational survival skills, and in a combination of basic and higher order skills. Findings were as follows: (1) business/industry members and educators have similar opinions about what students should know and be able to do to graduate from high school; (2) business/industry members and educators have similar opinions about the priority of outcomes; and (3) the content of the five factors (technical skills, job search skills, occupational survival skills, basic skills, and higher order skills) was congruent with the content of five factors identified by educators in the first part of the study and similar to the content of factors identified in a study conducted in Illinois. (Contains testimony to the Pennsylvania House Education Committee, 26 references, and both survey instruments.) (KC)

ED 403 445 CE 073 326

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 97
NOTE- 71p.; For related documents, see ED 398 390 and CE 073 327.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Chemical Technicians; Environmental Education; Environmental Standards; *Environmental Technicians; *Hazardous Materials; *Job Skills; Occupational Safety and Health; Postsecondary Education; Program Implementation; Secondary Education; *Standards; Teaching Guides; Technical Education; *Waste Disposal; *Wastes

This implementation guide is intended to help educators use the Skills Standard for Hazardous Materials Management Technology (HMMT). It begins with a description of HMMT and a summary of the 13 job functions of the standard. Within each job function are supporting skills and knowledge that an HMMT worker must possess to be able to accomplish the job function successfully. Following the job functions is a more detailed breakdown of the supporting knowledge and skills related to the disciplines of mathematics, chemistry, toxicology, physics, and computer technology. Employability skills identified by the Secretary's Commission on Achieving Necessary Skills are elaborated next. The relationship of the Quality Movement to the skills demanded of HMMT workers is discussed. The guide discusses the origins of the project, the research methodology used, and the committees formed to develop the standard. It defines skill standards, emphasizes the importance of creating local industry-specific HMMT programs, and discusses the future of skill

These four papers were presented at a symposium on human resource development (HRD) and business outcomes moderated by Barbara L. Swanson at the 1996 conference of the Academy of Human Resource Development. "Incorporating Continuous Learning into a Cultural Change Process" (Carol Ann Zulauf, Joseph A. Ilacqua), focuses on best practices at companies successful in making the transition from defense spending to commercial markets. It determines that these companies need employees with new core competencies and flexibility, who embrace challenge, self-organization, and growth. "The Business Focus of HRD Leaders" (Keith J. Johansen et al.) reports on a study that determined the factors influencing success for HRD leaders are those skill sets related to the business needs of the organization. "How Human Resource Development Helps Small Businesses to Maintain a Competitive Edge" (Robert W. Rowden) compares three successful small manufacturing companies to show the HRD characteristics they have in common: a belief in people as the primary source of competitive advantage, concern for employee well-being, belief that investment in employee development yields a return, meaningful employee involvement, open communication channels, and proactive leadership. "Legal Issues in Human Resource Development" (Bonnie S. Turner) describes three areas identified as having legal implications for HRD: employee participation committees, motivational or value-based training, and intellectual property. Papers contain references. (KC)

ED 403 464 CE 073 483

Action Learning.
PUB DATE- 96
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Adult Education; Employer Employee Relationship; *Employment Practices; *Experiential Learning; Human Capital; *Human Resources; *Labor Force Development; Organizational Change; *Organizational Development; Staff Development; Teacher Role
IDENTIFIERS- Organizational Culture

These four papers were presented at a symposium on action learning moderated by Lex Dilworth at the 1996 conference of the Academy of Human Resource Development. "Developing an Infrastructure for Individual and Organizational Change: Transfer of Learning from an Action Reflection Learning (ARL) Program" (ARL Inquiry) reports findings from a study of a management development intervention called Action Reflection Learning (ARL). "Using Organizational Learning in an Action Research Intervention to Maintain Critical Technical Knowledge and Skills" (Deborah Duarte, David Schwandt) describes an organizational diagnosis and action research intervention that was guided by a model of organizational learning to identify and disseminate skills of National Aeronautics and Space Administration engineers. In the third paper, "Organizational Learning as Culture Construction" (ARL Inquiry), a theoretical model derived from field study data of an intervention performed with a multinational corporation attempting to develop globalization is described. "A Study of the Role of Learning Advisors in Action Learning" (Judy O'Neil) reports on the first phase of research in which some of the external and

NOTE- 30p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Context Effect; Cooperative Learning; Critical Thinking; Education Work Relationship; *Employment Practices; *Experiential Learning; *Independent Study; Job Skills; Job Training; Labor Force Development; Organizational Climate; Peer Relationship; *Peer Teaching; Personnel Policy; Program Development; Program Evaluation; *Work Environment

This document consists of four papers presented at a symposium on contextual learning issues moderated by John Henschke at the 1996 conference of the Academy of Human Resource Development (AHRD). "Self-Directed Learning in Organizations: An Analysis of Policies and Practices of Seven Resource Companies in Western Canada" (H. K. Morris Baskett) describes a comparison of 9 of Foucher's (1995) 32 propositions about self-directed learning in the workplace against the human resource policies and practices of oil and gas companies. Results indicate the autonomy of learners is highly modified by the organizational context. "Designing the Learning Potential of Jobs" (Jeroen Onstenk) presents the model of the learning potential of jobs. It discusses conditions and characteristics of task groups as an effective strategy to enhance learning possibilities of job content and work environment of production workers. "Neighbor-Teaching-Neighbor: A Case Study of the Reciprocal Relationship between Work and the Worker" (Diane B. Stoy) reports that a study of five black women working as peer teachers in their public housing communities showed that working in this new work role gave them tangible skills, a positive identity, and improved self respect. "The 'Outcomes' Challenge: An Action Learning/Critical Thinking Approach to Program Development and Evaluation" (Susan Damme, Rod Hamer) describes an approach to the redesign of organizational work around program outcomes that combines practice, reflection, and the development of new theory. Each paper contains references. (YLB)

ED 403 483 CE 073 502

Expertise in Organizations.
PUB DATE- 96
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Goal Orientation; *Helping Relationship; Human Resources; *Intellectual Development; Intelligence; *Job Performance; Knowledge Level; Labor Force Development; Literature Reviews; *Peer Teaching; Problem Solving; *Theory Practice Relationship
IDENTIFIERS- *Expertise

This document consists of three papers presented at a symposium on expertise in organizations moderated by Ross Azevedo at the 1996 conference of the Academy of Human Resource Development (AHRD). "How Individual Expertise May Be Socially Constructed:

Secondary School Teachers; Stress Management; *Student Problems; Student School Relationship; Test Anxiety

This document presents a handbook for high school and college counselors and teachers who work with students who have school anxiety. Chapter One defines school anxiety as a strong physical and psychological reaction to specific situations in school that seriously impairs the ability of the student to perform. General anxiety is described, along with the physiology and cognitive elements of anxiety. Chapter Two focuses on assessment of school anxiety, looking at types of assessment, sample clinical assessments, and standardized anxiety assessments. Chapter Three identifies study skills as the first cognitive therapy technique for controlling school anxiety. Four problem areas are identified and four critical skills are presented: time management, concentrating and remembering, managing test situations, and assertiveness and lack of responsibility. Chapter Four presents the technique of systematic desensitization, describing traditional desensitization, in vivo desensitization, and audio tape and group presentations. Chapter Five identifies cognitive approaches to treating school anxieties. This chapter focuses on skills acquisitions, cognitive restructuring, and the development of coping strategies. Chapter Six presents general stress management techniques, including diet and eating patterns, exercise, and managing time and life pacing. Major differences in the treatment strategies to be used for the various types of school anxieties (test, speech, and mathematics anxieties) are discussed in Chapter Seven. Chapter Eight contains relaxation and desensitization scripts. Each chapter contains references. Contains 61 references. (NB)

ED 403 501 CG 025 330

Children and Gun Violence. Hearings on S. 1087, a Bill To Amend Title 18, United States Code, To Prohibit the Possession of a Handgun or Ammunition by, or the Private Transfer of a Handgun or Ammunition to, a Juvenile, before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, 103rd Congress, First Session.

PUB DATE- 94
NOTE- 199p.; Serial J-103-18
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; Federal Legislation; Hearings; *Violence
IDENTIFIERS- Congress 103rd; Gun Control; *Guns

This transcript contains the following: (1) statements of several Committee Members; (2) text of the proposed legislation; (3) a list of witnesses; and (4) statements, testimony, and supporting documents submitted by the witnesses. Numerous laypersons and professionals have their testimonies recorded, giving statements in support of and in opposition to passage of the bill. Witnesses include politicians, educators, police officials, medical professionals, National Rifle Association representatives, and religious figures. Includes a booklet prepared by the Center to Prevent Handgun Violence, newspaper clippings, and charts (U.S. & Wisconsin Juvenile Weapons and Murder Arrests; Age and Race Specific Arrest Rates for Selected Offenses, 1965-88; etc.). (MSF)

ED 403 502 CG 025 547

Madden, Mary
Leading the Way on Controversial Issues.

of Gay and Lesbian Clients" (Darryl Dahlheimer and Jennifer Feigal); (7) "Family Counseling without the Family: Working with an Individual Client" (Patricia G. Driskill); (8) "The Family-School Intervention Team (FSIT) Model: A Metalevel and Multisystemic Approach" (William H. Quinn); (9) "Individual to Family-Systems Thinking in the Health-Care Context" (Kathy Cole Kelly); (10) "Playing with Contextual Complexity: Relational Consultation with Family Businesses" (Douglas G. Flemons and Patricia M. Cole); and (11) "Family Counseling in a Private-Practice Setting: An Interview with Frederick Brewster" (Charles H. Huber). (RJM)

ED 403 520 CG 027 515

Kottman, Terry
Partners in Play: An Adlerian Approach to Play Therapy.
PUB DATE- 95
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Child Psychology; *Counseling Techniques; Counselor Client Relationship; Interpersonal Competence; Life Style; Mental Health; Parent Participation; Playground Activities; *Play Therapy; *School Counseling; Theory Practice Relationship; Toys
IDENTIFIERS- *Adler (Alfred)

In response to increasing concern about the mental health of young children, the field of play therapy is expanding rapidly. This book explains the principles of Adlerian therapy and offers step-by-step instructions on how to integrate these concepts and techniques into the practice of play therapy. Ideas are presented on how to build an egalitarian relationship with the client and how to teach the child new skills for relating and interacting with others. It provides information on the types of toys necessary for play therapy and how to set limits in the playroom. Additionally, this book offers suggestions for effective consultation with teachers and parents and how to keep them involved in the play therapy process. The chapters are as follows: (1) Introduction to Adlerian Play Therapy; (2) Overview of Adlerian Theory (Individual Psychology); (3) Overview of Play Therapy; (4) Consulting with Parents and Teachers; (5) Building an Egalitarian Relationship with the Child; (6) Encouraging; (7) Setting Limits; (8) Understanding Goals of Discouraged Children; (9) Exploring the Child's Life-Style; (10) Helping the Child Gain Insight; (11) Reorienting/Reeducating. Includes Children's Life-Style Questions for Parents and Life-Style Questions for Children. Five appendices present: (1) an annotated bibliography on Adlerian play therapy; (2) selected references on play therapy; (3) children's life-style questions for parents; (4) life-style questions for children; and (5) an exercise on kinetic drawing. Contains 150 references. (LSR)

ED 403 521 CG 027 527

Richards, Daniel L.
Building and Managing Your Private Practice.
PUB DATE- 90
NOTE- 290p.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Inservice Teacher Education; Language Acquisition; Language Arts; Learning Theories; *Literacy; *Phonics; *Reading Instruction; *Reading Strategies; Student Evaluation; *Whole Language Approach; Workshops; *Writing Instruction
IDENTIFIERS- *Learning Environment

Designed for workshops or college courses focusing on professional development and inservice teacher training, this book presents over 200 reproducibles (including transparencies, brochures, and fact sheets) to help parents and administrators understand how reading and writing flourish in whole language classrooms. The book addresses the need to help others understand the nature of learning and the processes of language and literacy development, as well as some of the specific ways teachers nurture independent and competent readers and writers. After an introduction, sections of the book are: (1) Learning Theory and the Acquisition of Language and Literacy; (2) Language Acquisition: Learning to Talk; (3) The Reading Process; (4) Teaching and Learning to Read; (5) Phonics and the Teaching of Phonics; (6) Strategies and the Teaching of Strategies; (7) Writing and Learning to Write; (8) Assessment; (9) Fliers; (10) Letters; (11) Brochures; and (12) Fact Sheets. (RS)

ED 403 540 CS 012 690

Galda, Lee; And Others
Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Techniques; *Emergent Literacy; *Family Influence; Peer Influence; Primary Education; Qualitative Research; *Reading Instruction; Social Influences; *Writing Instruction
IDENTIFIERS- *Literacy as a Social Process

A qualitative study described the practices that supported literacy development within one first-grade classroom community and focused on one child, beginning with his entry into first grade and ending near the end of his second-grade year. Practices such as the deliberate valuing of children's live at home, the connection between home and school via home literacy journals, and the establishment of a social, supportive literate community were key to the functioning of this classroom. Oral sharing time, writing and reading workshops, whole-class reading, and project centers were rich contexts that supported children as they developed their ability to communicate through and about print and cultivated the habit of literacy. "John," the case study child, flowered into literacy during his first-grade year with the support of his teacher and peers. While he continued to develop his literacy abilities in his second-grade year, the minimal social interaction in that classroom setting seemed to affect his literacy growth. (Contains 34 references and 6 figures of data.) (Author/RS)

Retention in the spring and summer semesters is not as good as retention in the fall, but the stretch program is significantly better than the old system. (TB)

ED 403 559   CS 215 598

Eddy, Gary
Random Access Nomad Rhetorics.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Critical Theory; Higher Education; *Hypermedia; Internet; Online Systems; *Philosophy; *Rhetoric; *Rhetorical Theory; *Self Concept; World Wide Web; Writing (Composition)
IDENTIFIERS- Idealism; *Web Sites

Society at present is a sophistic society, a rhetorically negotiated and mediated consensus reality. The 20th century has been a brilliant and bloody transition from "idealism" to the "sophistic." Perhaps the tools of the Sophistic--rhetorical tropes, social construction of meaning, a pragmatic linguistics of consensus making the weaker seem the stronger, possibility and not certainty or essence--are the tools of the nomad and webmaker. The new page captures other texts and builds lines to yet others that, in turn, make sense only because the first law is "only connect." To establish hyper-rhetoric, the scholar must first look at existing tools and fundamental principles. Hypertexts, whether storyspaces or internet sites, are, by virtue of how they are imagined, locations and occasions. Gilles Deleuze and Felix Guattari postulate a science--or rhetoric--based on "nomos," not "logos." Nomos is a temporary encampment, a pasture or habitation, a space for writing, a link on a path to other links. The self too, is an event: an instant of connections, an assemblage of desire and social context. Hypertext clearly calls into question all idealist assumptions and calls for a rhetoric that can encompass its emerging texts. Whereas logocentric rhetorics found themselves on methods of assuring truth (dialectic, logical appeals) or at least credibility (ethical and emotional appeals), a hyper-rhetoric is interested more in speed and usefulness. (TB)

ED 403 560   CS 215 611

Kellogg, David
Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Research Reports; *Rhetoric; *Rhetorical Theory; Scholarly Journals; Scientific Methodology; Scientists; *Technical Writing; Writing for Publication;

Inquiry; Instructional Improvement; Interdisciplinary Approach;
*Team Teaching; *Writing Instruction
IDENTIFIERS- *Portland State University OR

In Portland State University's Freshman Inquiry program, 5 teachers, each from different disciplines, meet weekly to design the syllabus and the assignments used by all of the sections which are designed around the theme of "The City: Visions and Realities." A participant observer takes field notes and studies these for ways to extract program goals. These goals are to teach communication skills, to foster inquiry and critical thinking, to raise awareness of ethics and social responsibility, and, in addition, to create a climate of diversity and multiculturalism in the classroom. The program has focused on ethnic groups issues, with student groups creating oral presentations from one ethnic group's viewpoint, and reading and writing on this subject. Some questions that arose were: Can the writing process and criteria for good writing be derived from, or transferred to, other tasks and activities such as the creation of graphs, or the filming and editing of videos? Should all of the teachers in a collaborative teaching situation give the same assignment or not? Teachers have different goals and different passions--perhaps the assignments should be varied to reflect this; and how might a writing assistant best fit into a class like this one? (CR)

ED 403 580 CS 215 704

Block, Cathy Collins
Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
PUB DATE- 97
NOTE- 593p.; For 1993 edition, see ED 366 943.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Creative Activities; Elementary Education; Handwriting; Junior High Schools; *Language Arts; Listening Skills; Middle Schools; Poetry; Preschool Education; Problem Solving; *Reading Instruction; Reading Writing Relationship; Spelling; *Student Centered Curriculum; *Student Evaluation; Theory Practice Relationship; Word Recognition; *Writing Instruction
IDENTIFIERS- Diversity (Student)

The second edition of this book provides the theoretical and practical foundation for a language development program in which all students become actively involved in communicating their high-level thoughts with exceptional competence. Preservice teachers vicariously enter 13 language arts classrooms in which they learn how the language arts are expanded from preschool through middle school. Inservice teachers can improve results in their own classrooms by comparing them with those of the award-winning educators described in the book. New features in the second edition include: (1) a new chapter and discussions within chapters on multicultural learners; (2) scenarios of how language develops from preschool through middle school in the lives of children from four distinct cultural backgrounds; (3) specific information in every chapter about addressing unique learning aptitudes of special needs students; and (4) thirteen thematic units that are provided as examples of how specific principles in each chapter would translate to preschool through eighth-grade classrooms. Each chapter in the book is divided into 3

Aiex, Nola Kortner
The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
PUB DATE- Mar 97
NOTE- 5p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 27-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Cultural Awareness; *Cultural Images; *Letters (Correspondence); Literary Genres; *Popular Culture; Portuguese; *Twentieth Century Literature; *Writing Skills
IDENTIFIERS- 1920s; *Brazilian Literature; Historical Materials; *Lobato (Monteiro); New York (New York); Personal Writing; Sojourners; Writing Style

In 1927 the Brazilian modernist writer, Jose Bento Monteiro Lobato, traveled to New York City with his family, where he took up a position as economic attache at the Brazilian Consulate. For 4 years he and his family lived in Jackson Heights, while he worked and observed the feverish activity that was making the United States the foremost and most modern country in the world. His many letters back home to Brazil to his closest friends and relatives are filled with the images of a great city, his admiration for the United States, and the impressions of the people around him, including both everyday folk and outstanding persons like Henry Ford. The letters are colloquial, vibrant, expressive, and personal. They can serve intermediate students of Portuguese as lessons in how to write a letter and also as travel literature and popular history. (Contains seven notes.) (NKA)

ED 403 601 CS 215 725

Smith, Carl B.
Decision Making in the Language Arts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Communication Skills; *Conflict Resolution; *Decision Making; Elementary Education; Evaluative Thinking; Integrated Curriculum; *Language Arts; School Culture; *Student Needs
IDENTIFIERS- *Educational Issues; Educator Role; ERIC Digests; Learning Environments

This digest addresses the sometimes confrontational nature of decision making in the language arts. Pointing out that administrators are often thrust into the debate even when they do not want to be, the digest offers a set of principles for an educational philosophy that gives both the community and the learners a stake in the content and process of learning. The digest also discusses the type of school environment that is best for providing students with real learning experiences and the role of educators in encouraging children to learn language plans, mini-lessons, and information on the Internet and e-mail. Chapters in the book are (1) Teaching for Communication: An Integrated, Literature-Based Approach to the Language Arts; (2) Diversity in the Multicultural, Inclusive Classroom: Meeting the Social and Language Needs of All Children; (3) Language and Children's Early Language Development: Social Interaction--The Key; (4) Literature for Life: Journeying into and with Books; (5) Listening for Meaning: Learning to Listen and Listening to Learn; (6) Oral Expression: The Classroom as a "Talking-Place"; (7) Talking, Reading, and Writing Together: From Experiencing to Critical Thinking; (8) Reading with Meaning: Connecting Reading with Writing and the Other Language Arts; (9) Writing as Idea Making: Connecting Writing with Reading and the Other Language Arts; (10) Writing Processes: The Child Writer as Author; (11) Language Patterns, Usage, and Grammar: Managing Language; and (12) Spelling, Dictionary Use, and Handwriting: Tools of the Editor's Craft. A coda, "Languaging with a 'Porpoise'," and the "Access Pages" are attached. (Contains approximately 200 references.) (RS)

ED 403 622 CS 509 421

Arnett, Ronald C.; Arneson, Pat
Educational Assessment as Invitation for Dialogue.
PUB DATE- Nov 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational Philosophy; *Higher Education; *Interpersonal Communication
IDENTIFIERS- *Dialogic Communication; Educational Issues; *Public Discourse

Political legislation clearly indicates this is "the era of assessment." The assessment effort has deep intellectual roots within Western culture's Enlightenment ideal of public display and discussion of knowledge. However, a confounding of this cultural ideal occurs when a lack of communication between leaders in higher education and the public is propelled by a lack of understanding of the other's intellectual position on assessment. Interpersonal communication concepts related to dialogue suggest how this dialogue might be invited with the public to achieve the highest quality of education that a community of discourse can envision. (Contains 57 references.) (Author/RS)

ED 403 623 CS 509 422

Osborn, Michael
The Enduring Heart of the Public Speaking Course.
PUB DATE- Nov 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Debate; Educational Objectives; Higher Education; *Individual Development; Introductory Courses; Learning Strategies; *Metaphors; Persuasive Discourse; *Public Speaking;

and teachers' perceptions of the most frequently used power bases of superintendents. Both surveys were mailed to a sample of 135 randomly selected secondary principals and 135 local teacher-association representatives. The overall response rate was approximately 70 percent. The data were analyzed to see if there were significant differences in perceptions of leadership styles and corresponding power bases between the two groups sampled. Findings indicate that superintendents tended to used legitimate power, followed by expert power. They were reluctant to delegate authority to subordinates. A Pearson product-moment-correlation coefficient indicated that the leadership styles and power bases utilized by Alabama superintendents were perceived similarly by the principals and teachers. In addition, there was no difference between males' and females' perceptions regarding leadership styles and power bases. (Contains 1 table, 2 figures, and 10 references.) (LMI)

ED 403 643 EA 028 176

Phillips, Michael R.
A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
PUB DATE- Nov 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Decision Making; Governing Boards; High Schools; *Participative Decision Making; Policy Formation; *School Based Management; *School Involvement; *Teacher Participation
IDENTIFIERS- *Gwinnett County School System GA

Shared governance is an educational philosophy that offers local school personnel the opportunity to share in decision making and improve educational quality through local control. Gwinnett County (Georgia) is currently implementing school-improvement councils that will operate according to the principles of shared governance. This paper presents findings of a study that explored the Gwinnett High School faculty's receptiveness toward shared governance. Data were gathered through a survey of 110 faculty members that elicited 92 responses; interviews conducted with 18 teachers; and observation. The data indicate that faculty members felt a sense of responsibility for the school. They liked the idea of shared decision making, and many reported that they participated in the decision-making process. Seventy percent said that they would like to be involved with the development, implementation, and evaluation of the high school's curriculum. However, only 54 percent expressed an interest in participating in developing the school's budget. Only 50 percent of the faculty wanted to be involved with recruiting and selecting teachers, while 66 percent expressed interest in selecting administrators. Finally, only 57 percent were willing to be a member of a school-improvement council that would be held accountable for school improvement, although 71 percent indicated that they were willing to be held accountable for decisions made through a shared process. Fourteen tables are included. (LMI)

ED 403 644 EA 028 177

Davis-Wiley, Patricia; Cozart, Angela

case analyses describing practices that educators could emulate, or at least learn from, if they wanted to undertake work in a particular reform area. The lessons, which emphasize a comprehensive, strategic approach to school reform, center on the issues of leadership, goals, timing, training, flexibility, infrastructure, resource management, and self-assessment. Appendices contain planning guides, worksheets, and a brief description of each of the OERI education reform studies. (Contains 32 references.) (LMI)

ED 403 663 EA 028 213

Tittle, Diana
Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
PUB DATE- Jan 96
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Black Achievement; Black Students; *Equal Education; High Schools; Participative Decision Making; *Politics of Education; *Public Schools; Racial Relations; School Organization; *School Restructuring
IDENTIFIERS- *Cleveland Public Schools OH

The American public education system seems to be resistant to curative measures. This book is a journalistic account of Cleveland Heights High School's unsuccessful struggle to achieve excellence and equity. The high school, located in a middle-class suburb of Cleveland, implemented the Model School Project in 1988 to address the persistent failure of its minority students. The data were drawn from 4 years of observation and interviews. The story reveals the destructive organizational, political, social, and racial tensions inherent in public school organization and operation. Despite its estimable goals, ample funding, and grassroots leadership by the teaching staff, the project did not gain educational equity for the school's African-American students, nor did it bring about the desired restructuring of the school. Ironically, the teacher-led campaign to reinvent the school was thwarted by the long-simmering frustrations of the very constituency it sought to better serve. The project's failure is attributed to a "culture of inertia," which is a convergence of the following components: the passive-conservative sociology of the teaching profession; the "revolving door" nature of administrative leadership; centralized school management; militant unionism; institutionalized turf and power disputes; the pervasiveness of "us versus them" thinking; racism, sexism, and classism; intimidation and lack of communication; lack of institutional memory; the political underpinnings of school boards; the dependence of public school financing on the whim and means of local homeowners; the market-driven nature of school curriculum and programs; educational policy formation based on the race, gender, and class biases of dominant constituencies; and limited resources. (Contains 49 references and an index.) (LMI)

ED 403 664 EA 028 214

Costa, Arthur L., Ed.; Liebmann, Rosemarie M., Ed.
Envisioning Process as Content: Toward a Renaissance Curriculum.
PUB DATE- Sep 96
NOTE- 279p.
LANGUAGE- English

focus on providing participants with an understanding of the following: methods of disease spread, interrupting the spread of disease, diapering and toileting procedures, caregiver role in medication administration, measuring medication, avoiding medication errors, the medication log, storage of medication, types of seizures, and techniques of seizure management. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB)

ED 403 682 EC 302 320

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 133p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Day Care; *Disabilities; Disability Identification; Early Identification; Eye Hand Coordination; Infants; Inservice Education; Motion; *Motor Development; *Motor Reactions; Object Manipulation; Occupational Therapy; Perceptual Motor Coordination; Perceptual Motor Learning; *Physical Disabilities; Physical Therapy; Preschool Education; *Psychomotor Skills; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 9, which focuses on motor development. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of normal motor developmental sequence, characteristics of abnormal motor development, common abnormal movement behavior, appropriate positioning and handling techniques, the role of physical therapy, development of the normal grasp pattern and fine motor coordination, problems encountered in fine motor development, and the role of occupational therapy. For each hour, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 683 EC 302 321

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Behavioral Science Research; *Efficiency; *Human Factors Engineering; Instructional Effectiveness; *Job Training; *Mental Retardation; Participant Satisfaction; *Productivity; Psychomotor Skills; Quality Control; Time on Task; *Training Methods; Vocational Adjustment; Work Environment
IDENTIFIERS- Time and Motion Studies

Employees with mental retardation can lose their jobs because their productivity is low due to an inability to perform their jobs quickly and with a minimum of extraneous movements. This guide presents procedures, borrowed from the business world, that can be used to assist people with mental retardation to improve their work quality and efficiency. An introductory chapter briefly discusses what engineering, behavior analysis, and time and motion studies can offer to the improvement of job training for this population. Chapter 2 applies engineering principles directly to job training. It covers the basics of Therblig-Based Task Analysis (based on 17 fundamental motions) and task efficiency. Chapter 3 offers case illustrations of improving work efficiency. The final chapter stresses the value of applying time and motion studies to training of this population and urges constant consideration of whether a given procedure is both effective and efficient and whether the procedure is satisfactory to the individual involved. (Contains 24 references.) (DB)

ED 403 701 EC 305 252

Test, David W.; Spooner, Fred
Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Community Based Instruction (Disabilities); Daily Living Skills; Data Collection; Data Interpretation; Educational Strategies; Generalization; Goal Orientation; *Instructional Development; Maintenance; *Mental Retardation; Personal Autonomy; Student Educational Objectives; Task Analysis; Teaching Methods

This manual offers practical guidelines validated by research for applying instructional strategies to adults with mental retardation who are learning community-based tasks. It provides a sequenced strategy for: (1) selecting person-centered instructional goals; (2) developing quality task analyses of community-based, chained tasks; (3) selecting instructional strategies and environments that promote generalization and maintenance; and (4) collecting "user-friendly" data for making transition service needs of students with disabilities. Its purpose is to provide educators responsible for the development of Individualized Education Programs (IEPs) with additional strategies, ways of thinking, and ways to document transition to comply with federal guidelines established in the Individuals with Disabilities Education Act (IDEA). The first section is a statement of beliefs which focuses on the importance of transition planning and use of the Iowa Transition Model to promote a holistic view of the student within and across education and adult environments. A summary of requirements under IDEA is then provided. The guide then offers specific guidelines for infusing transition into IEPs through alternately citing sections of IDEA and offering guidelines for implementation and compliance. This section addresses the IEP, transition services, preparing for the IEP meeting, holding the IEP meeting, and after the IEP meeting. An extensive appendix includes frequently asked questions and answers; a listing of federal transition-related legislation; sample IEP letters; the "Iowa Transition Model 10 Critical Areas of Need"; an outline of student self-determination skills for active participation in the IEP; suggestions for parents with children in transition; sample annual goals and short-term objectives; sample statements of "transition service not needed"; sample documentation of needed transition services; a sample summary of transition services; and a suggested checklist for monitoring the transition requirements of IDEA. (DB)

ED 403 719 EC 305 284

Linder, Jean
Iowa Guidelines for Educationally Related Occupational Therapy Services.
PUB DATE- Sep 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Delivery Systems; *Disabilities; Disability Identification; Elementary Secondary Education; Eligibility; Guidelines; Individualized Education Programs; Individualized Family Service Plans; *Occupational Therapists; *Occupational Therapy; Preschool Education; *Program Administration; *State Standards
IDENTIFIERS- *Iowa

This guide provides background information to help interpret Iowa state and federal rules as they apply to occupational therapy (OT) for students with disabilities (birth to age 21) in educational settings. The first section is on personnel and provides definitions and statements of licensure for the positions of occupational therapist and occupational therapy assistant. The second section is on service delivery and provides standards and guidelines for teaming; identification (including screening, referral for OT assessment, OT assessment areas, and determining need for OT services); Individualized Family Service Plan development; Individualized Educational Program development (including the IEP team, process, and components, and determining the delivery method for OT service); determining the amount of OT service; effective therapy intervention; and OT exit criteria. The third section addresses administrative considerations such as recruitment, to do so, a greater proportion of women (80 percent) than men (60 percent). Here again, Swahili was the preferred language to study. A complete list of languages respondents wished to study is included. The most common reason for undertaking African language study was interest in African cultural heritage. Age, gender, and income were all found to be factors in African language interest; data are presented. It is concluded that the study indicates significant interest in learning African languages. (MSE)

ED 403 738 FL 024 172

Machet, Myrna; Olen, Sandra
Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
PUB DATE- 31 Jul 96
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (Jamaica, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Classroom Techniques; Elementary Education; *English (Second Language); Foreign Countries; Grade 4; Grade 5; Grade 6; *Independent Reading; Literacy Education; *Reading Attitudes; *Reading Instruction; Second Language Learning
IDENTIFIERS- *Free Voluntary Reading; *South Africa

A study in two South African schools investigated the impact of encouraging free, voluntary reading on the English language skills of English-as-a-Second-Language (ESL) learners. Subjects were 139 fourth- through seventh-grade students in an experimental group and 105 students in a control group. Pretests of reading comprehension were administered to each group. After 8 months of instruction, posttests were administered. The experimental group was encouraged to read in periods set aside for free reading. The control group, while given similar ESL instruction, were not provided with free reading periods. Results indicate that while the fourth-through sixth-grade levels in the experimental group gained in reading comprehension, only the fourth and sixth grades gained more than the control group. There was no correlation, in the experimental group, between degree of improvement and quantity of free reading done. Recommendations for further research include use of larger experimental and control groups, better group monitoring, and better records of class reading activities. Additional ways to encourage free voluntary reading are suggested. Contains 16 references. (MSE)

ED 403 739 FL 024 277

Lara-Alecio, Rafael; And Others
Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; *English (Second Language); Evaluation Methods; Grade 2; Grade 3; *Hispanic Americans; Kindergarten; Language Proficiency; *Limited English Speaking; *Manipulative Materials; *Mathematics Education; Primary

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Class Activities; Classroom Techniques; College Curriculum; *College Second Language Programs; Course Content; Educational Policy; *English (Second Language); Foreign Countries; Freshman Composition; Higher Education; Instructional Materials; *Nonmajors; Public Policy; School Policy; Surveys; *Teacher Influence; *Teacher Role; Testing; Universities
IDENTIFIERS- *Taiwan

In response to a new Taiwanese educational policy reducing the importance of English-as-a-Second-Language (ESL) education for non-English majors at the university level, a survey was undertaken of the 17 universities concerning their Freshman English for Non-majors (FENM) curricula and the degree of control over instruction held by teachers. Specifically, interviews with FENM coordinators from the institutions investigated the amount of influence teachers had on course content, class activities, instructional materials, and tests within the courses. Results indicate that a majority of FENM programs required their teachers to teach general language courses rather than special-topic courses of their own choice. However, a large majority did allow teachers to choose their own classroom activities, teaching materials, and testing methods. Implications for instructional development and areas for future research are discussed. Contains eight references. (MSE)

ED 403 758 FL 024 381

Huang, Su-yueh
The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
PUB DATE- 31 May 97
NOTE- 18p.; Paper presented at the Conference on Teaching English as a Foreign Language (14th, Taipei, Taiwan, May 31, 1997). For a related document, see FL 024 380.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Faculty; College Freshmen; *College Second Language Programs; Curriculum Design; *Educational Demand; Educational Supply; *English (Second Language); *English for Special Purposes; Foreign Countries; Graduate Surveys; Higher Education; *Nonmajors; Student Attitudes; Surveys; Teacher Attitudes; Universities
IDENTIFIERS- *Taiwan

In Taiwan, in response to pressure from university administrators and teachers of subjects other than English, many university English programs for non-majors (EPNMs) have redesigned their curricula to include courses in English for special purposes (ESP). A survey of stakeholders in the 17 universities investigated (1) EPNM coordinator (n=18) attitudes concerning the need to offer ESP within the EPNMs, perceived difficulty in offering ESP, perceived pressure from other university programs to offer it, and plans for offering it in the near future; (2) the opinions of freshmen (n=1,248) and graduates (n=382), EPNM teachers (n=178), and teachers of other subjects (n=198) concerning the need to offer ESP within the EPNMs; and (3) the ESP curricula offered by EPNMs in 1995. Results indicate the program coordinators to be divided in their attitudes toward offered ESP within EPNMs, while the other groups generally favored the idea. The anticipated difficulty in offering ESP was in EPNM teachers' lack of expertise in subject areas. The

Reader Autonomy: Language Learners Responding to Literary Texts.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (31st, Singapore, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Attitude Change; College Students; *English (Second Language); Foreign Countries; Higher Education; *Literature Appreciation; *Personal Autonomy; *Poetry; *Reading Instruction; Second Language Learning; *Student Attitudes
IDENTIFIERS- *Japan

A study investigated how asking students to evaluate a poem-reading task stimulated their autonomy as learners. Subjects were 51 Japanese university students of English. During one 90-minute class period, students were given a brief poem with pre-reading, reading, and post-reading tasks. The poem, entitled "40-Love," had ambiguous references to both love and tennis. Pre-reading tasks included identifying their feelings in anticipation of reading a poem, telling what they think poems are usually about, and identifying their feelings about poetry in English. Tasks during reading included answering questions about the poem's content, choosing an alternative title, and responding to questions about non-literal content and message, and what happens after the period of the poem. Post-reading tasks inquired about enjoyment of the poem and perceptions of the tasks, and invited students to make up an original question about the poem as if they were teaching others. It was found that a generally negative attitude toward poetry was replaced by a more positive one, despite a general perception that poetry is difficult, unclear in meaning, and more difficult than prose reading. Students also showed an eagerness to go beyond the level of the assigned task. (MSE)

ED 403 780 FL 024 410

Porter, Don; O'Sullivan, Barry
Writing for a Reader: Does the Nature of the Reader Make a Difference?
PUB DATE- 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (29th, Singapore, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Audience Awareness; College Students; *English (Second Language); Females; Foreign Countries; Higher Education; Interrater Reliability; *Letters (Correspondence); Second Language Instruction; Sex Differences; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Japan

A study investigated how perception of the reader's age in relation to the age of the writer affects assessment of writing. Subjects were 26 Japanese women college students of English as a Second Language, all of whom had recently participated in a home-stay program in an English-speaking country. They were given the task of writing brief letters to three people they knew abroad: a person of approximately their age; an older person; and a younger person. The letter was to

DESCRIPTORS- College Credits; College Transfer Students; *Enrollment; Enrollment Trends; Full Time Students; Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; *School Demography; Sex Differences; *State Colleges; *State Universities; *Student Characteristics; Trend Analysis
IDENTIFIERS- *North Dakota University System

This report presents data on enrollment in the North Dakota University System for the fall of 1996. Data are presented in 18 tables and two figures. After an introductory section, which includes definitions and institutional abbreviations, the tables provide information on: (1) headcount enrollment; (2) full-time (FT) enrollments; (3) total student credit hours of part-time (PT) students; (4) full-time equivalent (FTE) enrollments of PT students; (5) total of FT and FTE of PT students; (6) FTE enrollments based on total student credit hours by level of students; (7) nonresident undergraduate headcount; (8) headcount enrollments by tuition residency status; (9) nonresident graduate and professional enrollment; (10) headcount enrollments by county of residence for North Dakota students; (11) total in-state enrollment by county of origin; (12) in-state enrollment by county of origin by institution; (13) headcount enrollments by race; (14) headcount enrollments by citizenship, veteran status, sex, marital status, transfer status, and beginning freshmen; (15) total student credit hours by course level; (16) final fall enrollment report, 1987-1996; (17) headcount enrollment by age; and (18) private and tribal colleges, headcount enrollments by race/ethnicity and sex. Figures show in-state enrollment by county of origin and the number of students in higher education, 1960-1996. (JLS)

ED 403 799   HE 029 841

Rittel, Nancy B.; Domagala, Anna
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
PUB DATE- Dec 96
NOTE- 85p.; For the previous edition, see ED 378 914.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *College Programs; *Degrees (Academic); Doctoral Degrees; Educational Certificates; *Educational Opportunities; Graduate Study; Higher Education; Majors (Students); Masters Degrees; Postsecondary Education; Private Colleges; Public Colleges; Student Costs; Undergraduate Study
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1994-95 in North Dakota's public and private postsecondary educational institutions. The first table lists all programs offered, coded in accordance with the Classification of Instructional Programs (CIP Code) system. For each CIP Code, the offering institutions are listed, and the level of offering (certificate, diploma, associate, bachelor, and graduate) is indicated. The second table lists, by institution, the number of students completing programs listed by CIP code. Separate listings are provided for one-year and two-year programs, for bachelor's degree programs, and for master's degree and doctoral programs. Another table lists total numbers of North Dakota program completions by field of study, for 1985, 1994, graduated between 1992 and 1995 responded to a survey that focused on demographic and background information, educational outcomes, quality indicators, computing skills, and employment and career outcomes. Nearly one-fourth of the respondents had received doctoral degrees, while three-fourths had received master's degrees. The study found that students entered SBE with a mean of 13 years of work experience, and that 73 percent had permanent residence in South Florida. Nearly 97 percent reported that they would recommend their program of study to a friend, and nearly two-thirds said that they would attend the university again if they were to pursue another degree in the future. More than 90 percent of respondents indicated that they had achieved their educational goals. Nearly one-third of respondents were dissatisfied with the availability, access, and orientation to library resources and services, and nearly one-fourth were not satisfied with access to information through technology and computers. A copy of the survey questionnaire and 10 tables of results are appended. (MDM)

ED 403 820 HE 029 865

MacFarland, Thomas W.
The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
PUB DATE- Dec 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Economic Factors; *Economic Impact; Employment; Higher Education; *Private Colleges; *Socioeconomic Influences; Universities
IDENTIFIERS- *Florida; Independent Colleges and Universities of Florida

This study estimated the impact of the 22 members of the Independent Colleges and Universities of Florida (ICUF) on the state economy. Using data reported annually by 20 of the 22 institutions to the U.S. Department of Education and a standard input-output economic impact model with a conservative 1.8 multiplier, the study found that ICUF institutions contributed approximately $1.9 billion to the Florida economy during fiscal year 1994-95. Using a 2.2 multiplier, it was estimated that ICUF institutions contributed approximately $2.3 billion to Florida's economy in 1994-95. ICUF institutions employed over 10,000 full-time and part-time employees during 1994-95, and economic activity associated with the 22 institutions created nearly 94,500 jobs in various industries throughout the state. State and local grants to ICUF institutions in 1994-95 totaled less than $30 million. Data on ICUF institution income, expenditures, and assets are included. An appendix contains additional tables and figures. (Contains 23 references.) (MDM)

ED 403 821 HE 029 866

MacFarland, Thomas W.
Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
PUB DATE- Sep 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

identification, materialism, concern for law and order, and concern for helping others. In all these measures the paper finds that college freshmen have become more conservative. The paper also examines the fate of various reforms and changes, such as making the liberal arts curriculum more "relevant," making academic rules and regulations more flexible, and allowing students a bigger voice in campus affairs. Again, the paper concludes that these reforms were generally failures. Moving off campus, the paper examines other social and political trends over the same period, noting particularly abortion, recreational drugs, and capital punishment. Here again the trend toward conservatism is clear. Finally, the paper finds the most vivid evidence of conservatism in the mellowing of the prominent rebels and protestors of the late 1960s. It concludes that the times have indeed changed, but not quite in the direction that Bob Dylan predicted! (Contains 30 references.) (CH)

ED 403 840 HE 029 885

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
PUB DATE- Sep 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); Expenditures; *Financial Audits; *Fiscal Capacity; Higher Education; Money Management; Trusts (Financial)
IDENTIFIERS- *Maryland

The Maryland Health and Higher Educational Facilities Authority performs various functions including: issuing bonds and bond anticipation notes; fixing rates and collecting user rents and fees; constructing, acquiring, and maintaining institutional projects; contracting for operation and maintenance of projects; establishing rules and regulations for use of projects; and making construction loans to participating institutions. This annual report details the finances and operations of the Authority. The first sections of the report list authority members; bonds issued in fiscal 1996; and projects financed or refinanced. The financial statements include: a combined balance sheet; a combined statement of changes in trusteed funds balances; statements of operations and changes in general operating fund balances; statements of cash flows for the general operating fund; and notes to the financial statements. Lists of public bond and note offerings and private placements follow. (CH)

ED 403 841 HE 029 886

Marcus, Dora; And Others
Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
PUB DATE- Aug 96
NOTE- 181p.; For related documents, see ED 364 158-159.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Admission (School); *College

ED 403 389 CE 073 121

Harrington, Lois G.; And Others
Workplace Literacy Teacher Training: The Context.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 113p.; For related documents, see CE 073 122-124.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Students; Behavioral Objectives; *Educational Environment; Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; *Literacy Education; Needs Assessment; *Professional Development; Program Content; Program Design; Program Development; Self Evaluation (Individuals); *Student Characteristics; Teacher Characteristics; Teacher Competencies; *Teacher Qualifications; Teaching Guides; *Workplace Literacy

These three learning guides comprise one of four packages in the Workplace Literacy Teacher Training series that provides information and skills necessary for the user to become a successful instructor in an effective workplace literacy program. The guides in this package look at the unique environment and culture involved in providing education and training to adults in a workplace. Each guide consists of these components: introduction, objectives, list of activities to help meet the objectives, readings followed by questions for reflection, application activity, evaluation guidelines, and annotated bibliography. The first guide focuses on the workplace and how to design workplace literacy programs to fit its specific needs. It explains how such programs differ from other literacy programs, presents examples, and identifies factors in the workplace that must be considered in developing an appropriate literacy program. The characteristics of learners in such programs are addressed in the second guide. It describes characteristics of adult learners, provides information on how to develop a learning environment appropriate for those characteristics, and presents instructional strategies for serving the wide range of individuals within the adult population. The third guide looks at the role of the instructor. It presents the skills, qualities, and ethics of an effective workplace literacy instructor and helps the instructor analyze his or her readiness to assume the instructional role. (YLB)

ED 403 390 CE 073 122

Harrington, Lois G.; And Others
Workplace Literacy Teacher Training: The Foundations.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 145p.; For related documents, see CE 073 121-124.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; Basic Skills; Behavioral Objectives; *Curriculum Development; Inservice Teacher Education; Instructional Materials; Job Analysis; *Job Skills; Learning Activities; Learning Modules;

83 references. (MN)

ED 403 408 CE 073 243

Swainson, Nicola
Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- May 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Developing Nations; Economic Factors; Educational Attainment; Educational Benefits; *Educational Change; Educational Finance; *Educational Policy; Educational Research; Elementary Secondary Education; Enrollment; *Equal Education; Foreign Countries; Government Role; Literacy Education; *Policy Formation; Research Needs; *Sex Fairness; Social Influences; *Womens Education
IDENTIFIERS- *Africa (Sub Sahara); Malawi; Zambia; Zimbabwe

The causes and manifestations of gender inequalities in education in Malawi, Zambia, and Zimbabwe and policy options for redressing them were examined through a review of literature on the causes, nature, and extent of gender disparities in education in the study region and information on efforts to eliminate gender inequality. Special attention was paid to the following: manifestations of gender inequality (educational expenditure patterns, enrollments, performance/attainment, literacy); factors shaping gender inequalities (economic constraints; girls' labor contributions; family, community, and social class; school-based factors); policy options (expanding educational provision, types of school provision and organization, school inputs, community involvement/awareness, improving girls' health and nutrition, recruiting more female teachers, reducing direct and indirect costs); priorities in adult education and literacy; and government and aid donor interventions at the country, regional, and continent levels. It was concluded that, despite wide acceptance by most governments and donors in Sub-Saharan Africa of the considerable private and social benefits of girls' education, the political will to promote educational programs for girls and women appears to be lacking. Appropriate government- and donor-supported nonformal education for women was deemed essential. (Contains 81 references and project terms of reference.) (MN)

ED 403 409 CE 073 244

Bean, Thomas L.; Isaacs, Linda K.
The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
PUB DATE- Sep 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Occupations; *Educational Needs; Employee Attitudes; Employer Attitudes; *Migrant Workers; Needs Assessment; *Occupational Safety and Health; Program Effectiveness; *Safety Education; State Surveys; *Statewide Planning
IDENTIFIERS- *Ohio

tech prep and STW, and they must learn how to create partnerships with business and the community. (Contains 11 references.) (KC)

ED 403 427 CE 073 279

Welton, Michael R., Ed.
In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
PUB DATE- 95
NOTE- 258p.; SUNY Series, Teacher Empowerment and School Reform.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; *Critical Theory; Educational Research; Feminism; Learning Theories; Socialization; *Social Theories; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Habermas (Jurgen); *Postmodernism; *Transformation Theory (Adult Learning)

This book presents six critical commentaries on the state of the discipline and practice of adult education. "The Critical Turn in Adult Education Theory" (Michael R. Welton) takes the position that the critical theoretical tradition from Marx to Habermas can provide a foundation for an emancipatory educational practice. "Transformation Theory of Adult Education" (Jack Mezirow) presents an evolving theory of adult learning that involves an analysis of meaning structures and how they are transformed through reflection, rational discourse, and emancipatory action. "Critical Commentaries on the Role of the Adult Educator: From Self-Directed Learning to Postmodernist Sensibilities" (Michael Collins) includes a critique of competency-based education and a challenge to the idea of the adult educator as facilitator. "Motherwork: A Radical Proposal to Rethink Work and Education" (Mechthild Hart) draws upon the tradition of woman's life-affirming labor to defend vulnerable, oppressed women. "In Defense of the Lifeworld: A Habermasian Approach to Adult Learning" (Michael R. Welton) shows that Habermas' sociological theory and theory of rationalization provide the necessary framework and elements for the study of social learning processes. "Declining Opportunities: Adult Education, Culture, and Postmodernity" (Donovan Plumb) contends that postmodernist discourses raise deep doubts about critical adult education's practices. "Conclusion: Dialogues, Encounters, and Debates" offers personal thoughts on the other chapters. The book contains 397 references. (YLB)

ED 403 428 CE 073 281

Langdon, Danny G.
The New Language of Work.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Business Communication; Business Education; Business English; Group Dynamics; *Interpersonal Communication; *Language Usage; Organizational Effectiveness; Quality Control

This book is designed to help businesspeople fill the fundamental communication gap that affects everyone who works in business, from employees to managers to executives. Its purposes are as standards. Implications for curricula and assessment include four assessment scenarios. Appendixes include general requirements for HMMT programs, depiction of a model program, and members of the HMMT advisory committee and participating institutions. (YLB)

ED 403 446 CE 073 330

The Learning Community. A Pro-Family System of Education and Community Services.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Ancillary School Services; Community Education; *Community Services; Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Employment Potential; Employment Services; Family Programs; *Family School Relationship; *Integrated Services; Job Training; Literacy Education; *Parent Education; Parenting Skills; Referral; *School Community Relationship; School Health Services; Unemployment
IDENTIFIERS- *Learning Communities

This publication is an introduction and guide to developing The Learning Community, a system of integrated family services designed to support personal, educational, and employment goals as defined by each family member. It begins by describing The Learning Community and presenting its philosophy and goals. These five developmental steps are then presented: (1) the basic programs; (2) networking among basic programs; (3) shared administrative resources and shared core services; (4) collaboration with community partners; and (5) breaking new ground. Charts, tables, and examples are provided. The next section lists participant outcomes, such as increased self-esteem and independence, increased reading and math skills, independence from public assistance, and better health and nutrition for families, and The Learning Community outcomes, such as high quality profamily education, varied programming that meets family needs, and expanded linkages with district and community partners. These keys to success are highlighted: spirit of collaboration, school district support, focus on clients, continuous improvement, paradigm busting, multiple funding sources, and risk taking. Appendixes include a description of the program site, forms used in The Learning Community, and summaries of research supporting components of The Learning Community. (YLB)

ED 403 447 CE 073 332

Queeney, Donna S.
Redefining Competency from a Systems Perspective for the 21st Century.
PUB DATE- 31 Oct 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; *Job Skills; Lifelong Learning;

internal influences on a learning advisor are examined. Papers contain references. (KC)

ED 403 465 CE 073 484

Evaluation Issues in HRD.
PUB DATE- 96
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Employer Employee Relationship; *Employment Practices; Evaluation Methods; Feedback; Human Capital; *Human Resources; *Labor Force Development; *On the Job Training; Organizational Development; Outcomes of Education; *Personnel Evaluation; Program Evaluation; Staff Development; Training Methods

These three papers were presented at a symposium on evaluation issues on human resource development (HRD) moderated by Hallie Preskill at the 1996 conference of the Academy of Human Resource Development. "Designing an Effective 360-Degree Appraisal Feedback Process" (David Antonioni) presents a conceptual model for a 360-degree appraisal feedback process as a guide to help HRD practitioners attain desired outcomes for 360-degree appraisals. "A Survey about Training Evaluation Practices in Selected Organizations" (William J. Rothwell) summarizes the results of a 1995 survey of American Society for Training and Development members that showed that most training evaluation is conducted by HRD professionals and that course evaluations remained the most frequently used method. "Comparing the Predicted and Actual Benefits of HRD Programs" (Ronald L. Jacobs, Maria T. Hruby) reports on a study of forecasted versus actual benefits of HRD interventions. The study first forecasted the expected benefits of a structured versus an unstructured on-the-job training program for two tasks, then evaluated actual benefits versus the predicted benefits, with the resulting implications then discussed. Papers contain references. (KC)

ED 403 466 CE 073 485

Rethinking Diversity.
PUB DATE- 96
NOTE- 22p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Development; *College Faculty; *Cultural Pluralism; *Diversity (Institutional); *Employer Employee Relationship; Employment Practices; Females; Higher Education; Human Capital; *Human Resources; Labor Force Development; On the Job Training; Organizational Development; Outcomes of Education; Program Evaluation; Staff Development; Teamwork; *Total Quality Management; Training Methods; Values; Values Clarification

These three papers were presented at a symposium on rethinking

A Literature Review" (Abney V. Gleespen) looks at the research to determine the following: how knowledge precisely tuned to the experts' task situations is acquired; how experts' cultures contribute to expertise development; how performers help each other to become experts; and why performers help--or hinder--each other. "Experts and Expertise: The Status of the Research Literature on Superior Performance" (K. Peter Kuchinke) summarizes and critically reviews the status of the concept of expertise: its definitions, methodological approaches, theories of expertise, substantive research findings, and developmental issues. It proposes an agenda for future research and theory development. "Job Performance Goals: Bridging the Gap from Theory to Practice" (Richard J. Torraco) examines the reasons for the gap between the actual and potential role of job performance goals and suggests ways in which this gap can be bridged by systematically examining how performance goals are developed in organizations. To help close the gap between theory and practice, a theoretical framework for the development of performance goals is presented. Papers contain references. (YLB)

ED 403 484 CE 073 503

Career Development/Special Needs.
PUB DATE- 96
NOTE- 33p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Blue Collar Occupations; *Career Development; Career Education; Economically Disadvantaged; *Employed Women; Employer Attitudes; Federal Legislation; Federal Programs; Goal Orientation; Guides; *Job Training; Labor Force Development; Managerial Occupations; Material Development; Minority Groups; *Older Adults; Participant Characteristics; *Participation; Program Improvement
IDENTIFIERS- Job Training Partnership Act 1982

This document contains four papers presented at a symposium on career development and special needs moderated by James M. Brown at the 1996 conference of the Academy of Human Resource Development (AHRD). "Differential Rates of Employer Sponsored Job Training by Demographic Characteristics among Executives, Administrators, and Managers" (Marilynn N. Butler) reports a study of data from the January 1991 Current Population Survey that found females and nonwhites are less likely to receive training. "An Analysis of Reasons for Nonparticipation in Adult Education Programs from the Perspectives of Low-Literate Blue-Collar Male Workers in an Urban Workplace" (Deryl Davis-Harrison) discusses a study that found that high "work esteem" and low "academic esteem" variables conjointly persist as important determinants of nonparticipatory behavior. "Using Transformative Learning Principles to Improve Training Programs for the Economically Disadvantaged" (Germain D. Ludwig) describes development of a manual to assist Private Industry Councils and Service Delivery Area staffs in evaluating the educational components of Job Training Partnership Act training program proposals. "Supporting the Career Development of Older Employees: An HRD Point of View" (Bertien Rhebergen, Ida Wognum) reports a survey of a multinational chemical corporation that had an age-aware personnel policy yet still

PUB DATE- Jun 92
NOTE- 40p.; Does not include appendix, which contains copyrighted material.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Controversial Issues (Course Content); Educational Administration; Elementary Secondary Education; *Health Education; *Leadership Responsibility; School Administration; School Responsibility; School Role
IDENTIFIERS- Controversial Materials

This information packet was formulated to help school administrators and other educators in Maine both understand and manage controversies associated with sexuality and HIV/AIDS education. Common tactics used by opponents to these programs are outlined along with effective strategies to manage controversies. First discussed are ways to develop and maintain community support. How to establish and utilize advisory committees and the roles such committees can play during periods of controversy are described. Also provided are ideas on how to involve parents, students, school personnel and opinion leaders, as well as the school board, in HIV/AIDS education. Common opposition tactics such as the public airing of false claims about sexuality and HIV/AIDS education, advocacy for abstinence-based curriculums, requests for copies of curriculums and lesson plans, legal actions, contact of school board members, and the use of the media are summarized. Suggestions are made for working with the media and school board during controversies, emphasizing the importance of keeping staff members and the public informed during these periods. Contains 17 references. (RJM)

ED 403 503 CG 025 564

Hempelman, Kathleen A.
Teen Legal Rights: A Guide for the 90's.
PUB DATE- 94
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Child Advocacy; Children; *Childrens Rights; Civil Liberties; *Civil Rights; *Justice; *Juvenile Justice; Laws; Lawyers; *Legal Aid; Legal Problems; Secondary Education

Young people's legal rights have expanded dramatically in the past 25 years, but many times these rights are abridged. This publication informs teens, teachers, high school counselors, and parents of the lawful rights of minors in the 1990s. In a question-and-answer format, the book covers the expanding rights of young people at home, at school, on the job, and behind the wheel. Also discussed are teen's constitutional rights in juvenile court. Legal rights relating to teen sex, including birth control, abortion, marriage, and homosexuality are also addressed. Among other issues covered are minors' rights in parents' divorce proceedings, minors' property rights, entering into contracts, and advice on using the law. A number of safety concerns such as protection from physical and sexual abuse are discussed along with information on the laws governing alcohol and drug use. A reading list appears at the end of each chapter. The work contains a section on how to find

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; *Business Administration; Clinical Psychology; *Counseling Psychology; Counselors; Entrepreneurship; *Office Management; Records Management; Self Employment; Small Businesses
IDENTIFIERS- *Private Practice

The number of clinicians entering private practice is growing each day. This book presents a step-by-step process for prospective entrepreneurs who wish to become a private practitioner. The text is divided into eight sections. Section 1 looks at the rationale for private practice and addresses the personal questions involving clinical skills, supervision, risk taking, emotional investment, and financial stability. Section 2 outlines the business aspects of a private practice, such as accounting, financial, and legal concerns. In Section 3, specific information for setting up a practice is offered, while in Section 4, tips on opening the practice, such as the practice's name and different ways to save money are presented. Section 5 includes a marketing plan and lists the methods and material needed to implement such a plan. How to run the practice is discussed in Section 6, and includes such details as the intake process, fee collection, missed appointments, and third-party reimbursement. Section 7 explores ways to expand a practice and offers insights into developing an expansion plan. The last section gives personal reflections on the process of becoming a private practitioner. Appendixes present 19 business forms, 16 references, and 7 supplemental readings. (RJM)

ED 403 522 CG 027 530

Wehrly, Bea
Counseling Interracial Individuals and Families.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Counseling Techniques; Counselor Attitudes; *Counselor Client Relationship; *Cross Cultural Training; *Cultural Differences; Ethnicity; Individual Differences; Minority Groups; Sensitivity Training; Subcultures
IDENTIFIERS- *Interracial Family; *Mixed Race Persons

In spite of dramatic increases in the number of interracial persons in the United States over the past two decades, the counseling profession has given minimal attention to this population. This book introduces counselors to the needs and strengths of individuals and families with more than one racial heritage and suggests appropriate counseling interventions. Emphasis is place on counselor self-awareness of attitudes and behaviors toward the interracial population. The text familiarizes counselors with the challenges that interracial children, adolescents, and adults face in developing a racial/cultural/ethnic identity. Chapter 1 familiarizes readers with interracial persons, while chapter 2 underscores challenges that these individuals face in developing an identity. Chapter 3 provides general guidelines for counseling

ED 403 541   CS 012 691

McDermott, Peter; And Others
Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
PUB DATE- Oct 96
NOTE- 17p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (27th, Ellenville, NY, October 23-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Classroom Techniques; Cultural Context; *Cultural Differences; *Cultural Pluralism; Instructional Materials; Intermediate Grades; Multicultural Education; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Multicultural Literature; New York

A study examined the usefulness of the instructional recommendations in basal reader program teachers' manuals for discussing race in multicultural stories. Three recently published basal reader series widely used in the Capital District of New York State were used in this analysis: Harcourt Brace (1995), Houghton Mifflin (1993), and MacMillan (1993). The study focused on readers for grade levels 4-6 and, in each, identified stories depicting people of color and determined whether race or ethnicity was mentioned and used in the manuals' suggestions to teachers for classroom learning activities. Results indicated that the Harcourt Brace manuals contained 18 stories with people of color for grades 4-6, but MacMillan contained almost twice as many like stories at those grade levels and offered teaching ideas 66% of the time. Houghton Mifflin contained the fewest number of stories portraying racial diversity (11) and only 18% of those lessons contained teaching ideas for discussing race or culture with children. A total of 64 stories were identified, but only 34 of the manuals' directed reading plans contained ideas for discussing race or culture. Findings reveal wide variability in the treatment of color and culture among the basal reading series, and text genre influenced the likelihood that a manual would offer teaching ideas for racial diversity. There was a marked tendency in all three basal programs to present the world in a more harmonious way than it actually is. (Contains 18 references.) (CR)

ED 403 542   CS 012 692

Osmond, John
The Reality of Dyslexia.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Case Studies; *Dyslexia; Elementary Secondary Education; Heredity; Learning Disabilities; Personal Narratives; *Quality of Life; *Reading Ability; Reading Diagnosis; *Reading Difficulties; Reading Writing Relationship
IDENTIFIERS- *Educational Issues

This book addresses the issue of living with dyslexia, illuminating the problems using first-person accounts and personal histories of child and adult dyslexics, even entire

*Writing Instruction
IDENTIFIERS- *Science Writing; *Writing Contexts

When students and teachers talk about the arrangement of the experimental article in science, they usually take for granted a particular set of radically differentiated parts, including the abstract, the introduction, the materials and methods, the results, and the discussion. All handbooks work from this model. The implication of some literature is that the only excuse for breaking this fairly strict set of expected sections is by virtue of reputation. In Jack Selzer's seminal book "Understanding Scientific Prose," he suggests that students have to pay their dues in writing according to the prescribed method before they can deviate from it. However, this impression is misguided. Given the chance to read real scientific articles, students discover that, in the first place, the arrangement varies radically by journal. They discover, for example, that many articles in cutting-edge journals like "Nature" and "Science" are not divided into sections at all but flow from one point to another. By examining how the arrangement of actual scientific articles diverges from the idealized form articulated in handbooks, students begin to gain rhetorical control over their own writing strategies. Students can extend their freedom and control still further by inquiring into what variations and shifts in conventions mean. The way in which the methods section is often relegated nowadays to the end of the article tells students something about the reading patterns, for instance, of practicing scientists. (TB)

ED 403 561 CS 215 617

Sledd, James
Composition and Civic Education.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Ladders; *Educational Attitudes; *English Departments; Faculty Development; *Faculty Promotion; Higher Education; Part Time Faculty; *Politics; *Student Needs; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Educational Issues

This paper addresses civic educators on the left, who "babble" about liberation and empowerment by transformative intellectuals. The paper argues that many of those "leftists" belong to the group that could be called "boss" compositionists, comfortable lower managers of a corrupt system, who never tire of denouncing the traditional or of advertising their own alleged revolution in composition. The paper states that (1) "boss" compositions can produce little evidence that they have improved students' writing more than their denigrated predecessors improved it; (2) the liberators and empowerers have done little to improve the lot of the graduate students and other contingent workers who actually teach composition; (3) the intellectual quality of their heralded discipline is unremarkable; (4) by their careerism, the boss compositions have duplicated the wider society's brutal division of haves and have nots; and (5) in consequence the deepest lesson of the revolution in composition is the sections: theoretical foundations, putting theory into practice, and the teacher as continuous learner. Chapters are: (1) Learning Language and the Language Arts; (2) Teaching the Language Arts; (3) Oral Communication; (4) Listening Development: A Student Centered Approach; (5) Increasing Speaking, Listening, Reading, and Writing Vocabularies and Word Recognition; (6) The Reading and Writing Connection: Comprehending and Composing; (7) Writing to Communicate and Think; (8) Revising to Clarify Meaning; (9) Spelling and Handwriting Instruction in the Language Arts Program; (10) Integrating Language Arts across the Curriculum; (11) Increasing Creative Expression and Viewing Ability through Poetry and Drama; (12) Increasing Thinking and Problem-Solving Abilities through the Language Arts; (13) Language and Cultural Diversity in the Language Arts Classroom; and (14) Assessment and Grading Options in the Language Arts Classroom. Contains approximately 600 references. (RS)

ED 403 581 CS 215 705

Blau, Susan R.
What's in a Name?
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associative Learning; Class Activities; Folk Culture; Higher Education; Language Role; Mythology; Secondary Education; *Student Motivation; *Writing Exercises; Writing Instruction; *Writing Strategies
IDENTIFIERS- *Names; *Story Writing; Voice (Rhetoric)

Names themselves have great power. Teachers and students of language know that certain words resonate and have the power to make connections to forces that cannot always be identified, or, at least, named. Names are certainly in this category of words--they define an individual, tell who he or she is, and connect a person to his or her ancestors and past. The magical power of names and naming is recounted in myths and stories from ancient cultures. An opening day exercise for a writing class is described. It begins by asking students to write down their names, then brainstorm lists of words, images, and feelings conjured up by their names. After a classroom discussion and reading of stories and articles by the teacher, students then write their own name stories. Through these exercises, students can experiment with their writers' voices, explore their personal histories, and identify images that speak to them, providing a historical context and personal meaning for their own writing. (Contains 5 references.) (CR)

ED 403 582 CS 215 706

Arnold, Mary, Ed.
The Full Palette Diversity Guide for High School Journalism.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 96
NOTE- 75p.
LANGUAGE- English

arts in a natural way. (NKA)

ED 403 602 CS 215 726

Glover, Mary Kenner
Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
PUB DATE- 97
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Case Studies; Childhood Interests; Childhood Needs; *Class Activities; *Elementary Education; Instructional Innovation; *Interdisciplinary Approach; *Student Centered Curriculum; Student Motivation; Teacher Role
IDENTIFIERS- Learning Environments; *Meaningful Instruction; Teaching Perspectives

This book is the story of the founder of the Awakening Seed School, who reveals how her childhood interests and experiences have influenced what she has created in her own school and classroom. Using the metaphor of a quilt, the book shows how teaching can be approached as a "handmade" process and how the materials of everyday life can be used to develop a curriculum to meet the needs and interests of students. The book presents creative classroom activities--such as building models of the human body, designing and playing board games with environmental themes, and bringing books to life through dance performances--that lead to surprises and discoveries. Illustrated with examples of students' work, the book depicts one classroom in one school where the curriculum is specifically designed for and by its daily participants. The book invites other educators to join in the process of creating their own handmade learning environments. Contains 31 references and a list of recommended readings. (NKA)

ED 403 603 CS 215 727

Maher, Jane
Mina P. Shaughnessy: Her Life and Work.
PUB DATE- 97
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Basic Writing; Biographies; *Educational History; Educational Philosophy; Higher Education; *Open Enrollment; Student Needs; Women Administrators; Women Faculty; *Writing Teachers
IDENTIFIERS- *City University of New York; Educational Issues; Professional Concerns; *Shaughnessy (Mina)

This book is intended to be both a biography of an extraordinary woman and a historical account of events leading to Open Admissions within the City University of New York (CUNY) in 1970, wherein every graduate of a New York City high school was guaranteed a place within the CUNY system. The book profiles Mina Shaugnessy, who devoted her professional life, and much of her personal life, to working with and for the underprepared student, whom she believed to have as much right to higher education as any more privileged student. Noting that this was not a widely shared belief in academe when Shaughnessy took over as director of CUNY's SEEK (Search for Education,

Teaching Methods; Undergraduate Students
IDENTIFIERS- *Speech Communication Education

The public speaking course has been around for a long time but, while there have been changes, the heart of the course remains intact. The many skills and sensitivities instructors try to cultivate in their students come together in three fundamental metaphors that may reflect deep tendencies in what is taught. In the first metaphor, student as builder, central to organizing ideas into a cohesive pattern are the arts of designing and building speeches, of learning the nature and range of supporting materials and what they can best support, and the strategies of outlining. A second metaphor involves the student as weaver, practicing the art of weaving symbols into the fabric of a speech and evidence and proof into the tapestry of powerful arguments. The third metaphor of student as climber expresses vividly a transformational approach to the public speaking class, with students--both speakers and listeners--growing and developing rapidly, expanding their horizons, when the course works successfully. The kind of personal growth experience the three metaphors encourage and guide is profoundly humanizing, and, as such, can serve as an antidote to the consumer metaphor in undergraduate education. (Contains 25 references.) (CR)

ED 403 624 CS 509 423

Brommel, Bernard J.
Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
PUB DATE- Nov 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Assignments; *Family (Sociological Unit); *Family Characteristics; *Family Life; Family Structure; Higher Education; *Interpersonal Communication
IDENTIFIERS- Communication Behavior; *Family Communication; *Genograms

Genograms (a "psychological" family tree) can reveal how the family communicates about its past. The drawing of the family tree becomes an exercise in communication. In a classroom assignment, students can do their own genogram or create one by doing interviews with a family to gain insights into various dimensions of the family's communication. Further uses of the genogram can facilitate exploration of decision making, power, patterns of dominance or submissiveness, interdependence within the family. Contradiction frequently occurs in the interrelationships among family members. Elements of the contradictions from a dialectical perspective can be found in many genograms. The superimposing of the lines of communication on the basic family facts of a family tree or genogram can illuminate many important facets of how the family communicates effectively or ineffectively over the generations. (RS)

ED 403 625 CS 509 424

Soukup, Paul A.
Inviting Others To Take the Helm: Service-Learning and the Marginated Community.

Block Scheduling in the Secondary Arena Part II: Perceptions from
the Inside.
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996). For Part I of this study, see ED 393 177.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Block Scheduling; *Curriculum Design; High Schools; Parent Attitudes; Retention (Psychology); *School Schedules; Student Attitudes; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *Knox County Schools TN

The block schedule is fast becoming the new instructional delivery format of choice for the 1990s in American secondary schools. This paper presents findings of a study that examined the effects of changing from a six-period day to a four-block schedule on two large high schools in Knox County, Tennessee. Part I of the study examined the perceptions of the two schools' administrators and teachers. Part II surveyed 150 parents and 300 students at the two high schools. In general, students reported moderate satisfaction with the block schedule. The majority of students were ambivalent about returning to the six-day schedule. Both parents and students expressed concerns about the effects of learning in a fast-paced, abbreviated period of time on long-term retention of content. Appendices contain copies of the parent and student questionnaires. (Contains 21 references.) (LMI)

ED 403 645 EA 028 179

Sewall, Angela Maynard
New School Governance: The School Board and Its Future.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Elementary Secondary Education; *Governing Boards; *Organizational Change; School Administration; School Districts

Public dissatisfaction with school boards, which started buildin in the 1980s with the publication of "A Nation At Risk," is now evidenced by calls for national standards and accountability measures. This paper presents an overview of the changing school board and how some boards have reformed themselves. The paper discusses ways in which legislative initiatives and court decisions threaten the traditional role of school boards and the administration. It describes school-board reforms suggested by the U.S. Department of Education and the National Governors' Association and situations in which boards have been replaced. In some cases state takeover of boards has been due to mismanagement or charter schools that weakened boards' authority. Problems with traditional school boards include frequent member turnover, isolation from government entities that provide social services, individual members' agendas, and isolation from the realities of schools. The paper highlights situations in which the school board was replaced with a business board (Chicago School District) or with school-site

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Constructivism (Learning); *Creative Thinking; *Critical Thinking; *Curriculum Design; *Educational Change; *Educational Innovation; Elementary Secondary Education; Lifelong Learning; Mathematics Education; Problem Solving; Science Education; Teaching Methods; Writing Instruction

Most restructuring efforts focus on changing the "how" of education. The articles in this book argue that redesign of the curriculum--the "what" of education--should be the main component of school revisioning. The book proposes a new framework for learning communities that views life as an intellectual and personal quest for knowledge and meaning. The authors draw on their research, theoretical, and practical experiences to examine several curricular areas from a process orientation; they describe reading, writing, mathematics, foreign languages, and creativity in terms of the processes they incorporate. Science, history, and aesthetics are presented as modes of inquiry. Following the foreword by Peter M. Senge and the prefaces by Arthur L. Costa and Rosemarie M. Liebmann, the chapters include: (1) "Toward Renaissance Curriculum: An Idea Whose Time Has Come" (Arthur L. Costa and Rosemarie M. Liebmann); (2) "Difficulties with the Disciplines" (Arthur L. Costa and Rosemarie M. Liebmann); (3) "Shifting Paradigms from Either/Or to Both/And" (Arthur L. Costa and Rosemarie L. Liebmann); (4) "Curriculum: A Decision-Making Process" (Arthur L. Costa); (5) "How Process Is Connected with the Human Spirit" (Rosemarie M. Liebmann); (6) "Process as Content" (Nancy Skerritt); (7) "Reading as a Thinking Process" (Ruth M. Loring); (8) "Mathematics Is Process Education" (Carol T. Lloyd); (9) "Teaching the Process of Aesthetic Knowing and Representation" (James G. Henderson and David M. Dees); (10) "Science as Inquiry: Transforming Science Education" (Donald B. Young); (11) "Paper Thinking: The Process of Writing" Peggy M. Luidens); (12) "Learning Creative Process: A Basic Life Skill" (Alison G. Strickland and Louis T. Coulson): (13) "Historical Inquiry" (Martha I. Turner and Merv Akin); (14) "Above the Word: When Process Is Content in Foreign Language Teaching" (Virginia Pauline Rojas); and (15) "Humor as Process" (John Dyer). The summary chapter, "The Essence: Process as Content," is by Louis Rubin. Eight tables and 17 figures are included. (LMI)

ED 403 665 EA 028 216

Fincher-Ford, Margaret
High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
PUB DATE- Dec 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advanced Placement Programs; *College Bound Students; *College Credits; *College School Cooperation; *Curriculum Development; Higher Education; High Schools; *High School Students; Partnerships in Education

In many parts of the United States, high school students are enrolling in college-level courses for both high school and

Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 165p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitudes; Body Weight; Child Caregivers; Child Health; Day Care; Dietetics; *Disabilities; *Eating Habits; *Food; Infants; Inservice Education; *Nutrition; Preschool Education; *Special Health Problems; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 10, which focuses on nutrition and feeding practices. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of the basic food groups, nutrition risk factors, practices which instill positive attitudes toward food, the importance of eating a variety of foods, correct portion size, the normal development of feeding skills, and feeding problems. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. Also attached is a nutrition handbook for parents and teachers which includes information on nutritional risks, appetite and weight, vitamin and mineral supplements, pica, allergies, dental health, infantilism, disruptive mealtime behavior, food texture, school lunch program, diet and hyperactivity, drug nutrient interactions, and special infant concerns. (DB)

ED 403 684 EC 302 322

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 92p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Communication (Thought Transfer); *Communication Skills; Day Care; *Disabilities; Infants; Inservice Education; Interpersonal Communication; *Listening Skills; Nonverbal Communication; Parent Teacher Cooperation;

decisions. After an introductory chapter, Chapter 2 details the development of instructional applications using these four steps and covers: individual choice of goal, age-appropriateness of goal, critical steps of the task analysis, instruction in simulated or natural settings, planning for generalization, chaining procedures, prompting strategies, group or individual instruction, format of data collection, and frequency of data collection. Chapter 3 offers two detailed case applications. (Contains 54 references.) (DB)

ED 403 702 EC 305 253

Dyer, Kathleen; Luce, Stephen C.
Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Augmentative and Alternative Communication; *Communication Skills; Elementary Secondary Education; Evaluation Methods; Generalization; *Interpersonal Communication; Maintenance; *Mental Retardation; *Personal Autonomy; *Pragmatics; Prompting; Skill Development; Student Educational Objectives; Student Evaluation; *Training Methods; Transfer of Training
IDENTIFIERS- *Choice Behavior

This guide presents strategies to teach students with mental retardation to request their preferences, protest non-preferred activities, and clarify misunderstandings. The strategies were field tested with more than 200 children and adults in community, residential, vocational, and educational settings. Suggestions are included for instructing students who communicate in various modes, including gestural, verbal, sign language, and communication boards. An introductory chapter identifies the assumptions on which the strategies are based and offers general recommendations regarding the teaching of pragmatic communication skills. Chapter 2 discusses the specifics of how to teach pragmatic communication skills and covers: choosing a communication mode, preassessment, developing criteria-based objectives, ongoing assessment while teaching, determining mastery, determining student preferences, initial teaching, and providing prompting strategies. Chapter 3 is on expanding communication across natural environments and covers ongoing assessment (including the mand-model approach, time delay, and incidental teaching); enhancing maintenance of skills; and teaching practitioners to use the prompting strategies. Chapter 4 offers case studies in teaching these skills in a residential environment, a classroom, a home, a home with a sibling, and a community. Chapter 5 stresses the value of pragmatic communication skills in helping students become equal partners in communicative interactions. (Contains 26 references.) (DB)

ED 403 703 EC 305 254

Bambara, Linda M.; Koger, Freya
Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
PUB DATE- 96

employment, and retention of OT personnel; orientation of new staff; workload considerations; equipment and space; documentation; supervision and evaluation; continuing education and staff development; interagency collaboration; and liability. Appendices include a sample form for recording OT entrance and exit criteria; several models of OT service delivery; a list of factors to consider when deciding on amount of OT service; and a list of terms recommended for a uniform terminology. (Contains 10 references.) (DB)

ED 403 720 EC 305 285

David, Kathy
Iowa Guidelines for Educationally Related Physical Therapy Services.
PUB DATE- Sep 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Delivery Systems; Disability Identification; Elementary Secondary Education; Eligibility; Guidelines; Individualized Education Programs; Individualized Family Service Plans; *Physical Disabilities; *Physical Therapists; *Physical Therapy; Preschool Education; *Program Administration; *State Standards; Student Evaluation
IDENTIFIERS- *Iowa

This guide provides background information to help interpret Iowa state and federal rules as they apply to physical therapy (PT) for students with disabilities (birth to age 21) in educational settings. The first section defines professional personnel requirements and statements of licensure for the positions of physical therapist and physical therapist assistant. The second section describes service delivery, addressing standards and guidelines for teaming; identification (screening, referral for PT assessment, PT assessment areas, and determining need for PT services); Individualized Family Service Plan development; Individualized Educational Program development (the IEP team, process, and components, and the delivery method for PT service); guidelines for determining the model and amount of PT service; and PT exit criteria. The third section addresses administrative considerations such as recruitment, employment, and retention of physical therapists; orientation of new staff; workload considerations; equipment and space; documentation; supervision and evaluation; continuing education and staff development; interagency collaboration; and liability. Appendices include a sample form for recording PT entrance and exit criteria; several models of PT service delivery; and a list of factors to consider when deciding on amount of PT service. (DB)

ED 403 721 EC 305 286

Renzi, Ginny
Attention Deficit Disorders in the Mathematics Classroom.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Education; Sex Differences; Spanish Speaking; *Student Evaluation; Test Reliability; Test Use

A study investigated the use of manipulatives-based mathematics tasks as an alternative method for assessing young Hispanic students with limited English proficiency. Students (n=45) from kindergarten and grades 2 and 3 were administered 14 manipulatives-based tasks. Each task was retested over a period of 2-3 weeks. Task performance was scored on four scales: conceptual understanding; efficient strategy use; accuracy; and fluency. The study addressed research questions of retest reliability, task difficulty, and relationships among subscales, patterns of change in subscales, relationship to general math skills, relationship to language proficiency, and relationship to gender. Results indicate that the manipulatives-based tasks were challenging for this population, despite use of manipulatives and continuous access to them in the classroom. Students improved significantly on six of the 14 tasks over the retesting period, without targeted instruction. Subskills were tightly interrelated at earlier ages, highly differentiated in grade 3, suggesting that manipulative tasks may function differently according to developmental level. Changes from first to second assessment were even across the four criteria subscores. Little relationship was found between math ability and English or Spanish fluency. Small but consistent gender difference was found. (Contains 75 references.) (MSE)

ED 403 740 FL 024 303

Buzash, Michael D.

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!

PUB DATE- Apr 94

NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Kansas City, MO, April 21-24, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Achievement Gains; College Second Language Programs; *French; High Achievement; Higher Education; High Schools; High School Students; *Honors Curriculum; *Intensive Language Courses; Language Laboratories; Program Development; Program Effectiveness; Pronunciation Instruction; Reading Instruction; Student Attitudes

The evolution of a 2-week summer honors program in French for high school students, inaugurated in 1980 and conducted on a university campus, is chronicled. The program was designed to offer enriching experiences in language review, new skill building, French culture, understanding of French phonology, and conversation on topics of interest to students. All instructional materials were created by the director. Activities were conducted from early morning into the evening, with little homework required and with socializing encouraged. The program has been well received. Of the 310 participants over the first 12 years, a majority have placed in the 90th percentile of their high school classes. Posttests, administered since 1983, show skill improvement equivalent to one college semester during the course. Post-program questionnaires reveal student responses to and relative benefits gained from the grammar/structure, phonetics, reading, majority of coordinators had not felt pressure from other university groups to offer ESP. Only a small proportion planned to integrate ESP into the EPNMs in the near future, and in 1995, ESP was only a minor component. Contains 14 references. (Author/MSE)

ED 403 759 FL 024 382

Perron, Denise
Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experiment in Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.
PUB DATE- 96
NOTE- 439p.
LANGUAGE- French
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Auditory Discrimination; Classroom Techniques; Course Content; Foreign Countries; Higher Education; Instructional Materials; Language Attitudes; Language Tests; *Language Variation; *Listening Comprehension; *Oral Language; Research Methodology; Second Language Instruction; *Second Languages; *Spanish; Verbal Tests
IDENTIFIERS- Quebec

A study, presented here in two volumes and entirely in French, investigated the usefulness of introducing different varieties of Spanish in the classroom to improve listening comprehension skills, and the capacity of students to understand language variations. The experiment was conducted during two quarters at the University of Laval (Quebec), within four Spanish classes. The two experimental groups contained 17 and 21 students; control groups contained 16 and 22 students. Experimental groups were exposed to Spanish language varieties during classroom instruction, and the control groups were exposed to standard usage only. Results indicated definitively that the experimental groups showed broader comprehension skills, with attitudes toward Spanish language learning remaining positive. The first volume of the study describes the research methodology (hypothesis, theoretical framework, procedures, results, conclusions), and the second volume is devoted to the pedagogical material and measurement instruments used, and to the varied analyses performed on results. Contains an extensive bibliography. (MSE)

ED 403 760 FL 024 383

Ihde, Thomas W., Ed.; Stenson, Nancy, Ed.
Journal of Celtic Language Learning, Volume 2.
PUB DATE- 96
NOTE- 90p.; This is the only issue published in 1996. For volume 1, 1995, see ED 395 450.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; College Second Language Programs; Computer Assisted Instruction; Educational History; Foreign Countries; Higher Education; Immersion Programs; Instructional Materials; *Irish; Language Maintenance; *Language Role; Learning Motivation; Morphology (Languages); Program Descriptions; *Scots Gaelic; Secondary Education; Second

discuss the rice shortage in Japan. Four groups of raters included nine each of female and male native speakers of English (NS-F, NS-M) and female and male non-native speakers (NNS-F, NNS-M), all with teaching experience. Each letter was read by three raters from each group. Raters were trained. Each letter was rated according to both holistic and analytic scales. Analysis indicates the ratings varied systematically and significantly with the writer's perceived age of the intended reader. Ratings were highest for older readers, on both scales. A clear tendency was for women raters to score tasks higher than male counterparts on either rating scale. Ratings of NS and NNS were similar. Contains 29 references. (MSE)

ED 403 781 FL 024 471

Han, Mei; And Others
A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Bilingual Education; Educational Policy; Elementary Secondary Education; *English (Second Language); Enrollment Rate; *Identification; *Limited English Speaking; *National Surveys; Program Design; *Public Schools; Screening Tests; Second Language Programs; Teacher Education
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Results of the National Center for Education Statistics' 1993-94 Schools and Staffing Survey (SASS) concerning identification of and services to limited-English-proficient (LEP) students are reported in narrative and tabular forms. The survey is the largest and most comprehensive data set available about schools in the United States. Highlights of findings include these: over 2.1 million public school students are identified as LEP, and they account for five percent of all students and 31 percent of all American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic students; LEP students are concentrated in the West, urban areas, and large schools; schools can use a variety of methods for identifying LEP students, most frequently using teacher observation, referral, home language survey, and previous student record; 76 percent of school with LEP enrollments provide English-as-a-Second-Language (ESL) programs and 36 percent have bilingual education programs, with about one-third of schools with LEP enrollments provide both ESL and bilingual education, and 71 percent of LEP students attend these schools; 3 percent of LEP students attend schools with neither program; 42 percent of all public school teachers have at least one LEP student; 30 percent of teachers instructing LEP students have training for it, but few have a related degree. (MSE)

ED 403 782 FL 801 122

Vaidya, Elma
English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
PUB DATE- Nov 91

and 1995. Institutional costs for full-time/part-time resident and nonresident students are also provided, including tuition, fees, room, and board for each institution. (JLS)

ED 403 800 HE 029 842

Rittel, Nancy B.; Domagala, Anna
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
PUB DATE- Dec 96
NOTE- 83p.; For previous edition, see ED 298 841.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *College Programs; Doctoral Degrees; Educational Certificates; *Educational Opportunities; Graduate Study; Higher Education; Masters Degrees; Postsecondary Education; Private Colleges; Public Colleges; Student Costs; Undergraduate Study
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1995-1996 in North Dakota's public and private postsecondary educational institutions. The first table lists all programs offered, coded in accordance with the Classification of Instructional Programs (CIP Code) system. For each CIP Code, the offering institutions are listed, and the level of offering (certificate, diploma, associate, bachelor, and graduate) is indicated. The second table lists, by institution, the number of students completing programs (listed by CIP code). Separate listings are provided for one-year and two-year programs, for bachelor's degree programs, and for master's degree and doctoral programs. Another table lists total numbers of North Dakota program completions by field of study, for 1986, 1995, and 1996. Institutional costs for full-time/part-time resident and nonresident students are also provided, including tuition, fees, room, and board for each institution. (JLS)

ED 403 801 HE 029 846

Plan of Work for the California Postsecondary Education Commission, 1992-93.
PUB DATE- Aug 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Planning; Educational Policy; Higher Education; *Long Range Planning; Needs Assessment; Policy Formation; *Statewide Planning
IDENTIFIERS- California

At the beginning of each fiscal year, the staff of the California Postsecondary Education Commission develops its plans for major research studies and other projects over the year, and brings the resulting workplan to the Commission for discussion. This report is the staff's plan for these activities during fiscal year 1992-93. After an introductory statement about the Commission's priorities, the workplan groups 25 planned projects into three major categories: (1) financing California higher education and specifically examining student access and

DESCRIPTORS- Academic Achievement; Distance Education; *Extension Education; *Graduate Students; Graduate Study; Higher Education; *On Campus Students; *Scores; Teacher Education
IDENTIFIERS- *Final Examinations; Nova Southeastern University FL

This study compared the scores of on-campus and off-campus students taking a common final examination in similar graduate education courses offered by the Abraham S. Fischler Center for the Advancement of Education at Nova Southeastern University. Data were obtained from final examinations administered in courses covering methods for teaching secondary English, mathematics, science, and social studies on June 1, 1996, at Fort Lauderdale, Miami, Orlando, Tampa, and West Palm Beach. It found that the 36 off-campus students had higher average scores on the 30 common examination questions than their 25 on-campus counterparts. The on-campus students had a mean score of 23.24, while the off-campus students had a mean score of 25.89. (Contains 17 references.) (MDM)

ED 403 822 HE 029 867

MacFarland, Thomas W.
Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
PUB DATE- Oct 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Distance Education; Educational History; Extension Education; Higher Education; *On Campus Students; Program Descriptions; Satisfaction; Student Surveys; *Universities
IDENTIFIERS- *Nova Southeastern University FL

This report provides a brief history of the practice of distance education at Nova Southeastern University (NSU) in Fort Lauderdale, Florida, one of the pioneer institutions in distance education. It offers an overview of the various distance education modalities and participants at the university, and summarizes the integration of distance education into program structure and curricula. NSU's first external degree program, the Ed.D. Program in Educational Leadership, was offered in 1972. Student acceptance of distance education was largely responsible for the university's growth in Fall term enrollment from 571 students in 1972 to 8,338 students in 1977. Student ratings of satisfaction with academic programs and services indicated that the vast majority of students achieved their educational goals and were satisfied with the educational experience. Specific curriculum and student satisfaction data are provided for NSU's Center for Psychological Studies, Center for the Advancement of Education, College of Pharmacy, Farquhar Center for Undergraduate Studies, School of Computer and Information Sciences, and the School of Business and Entrepreneurship. (Contains 35 references.) (MDM)

ED 403 823 HE 029 868

Fact Book Fiscal Year 1997.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Attendance; College Curriculum; College Instruction; Curriculum Enrichment; *Curriculum Evaluation; *Enrollment Influences; Evaluation Criteria; Evaluation Methods; Excellence in Education; Higher Education; *School Holding Power; Student Attrition; Teacher Effectiveness; *Teacher Improvement; Teacher Motivation
IDENTIFIERS- *Fund for Improvement of Postsecondary Education

This volume is the third in a series of self-portraits of projects that receive funding from the Fund for the Improvement of Postsecondary Education (FIPSE). The 31 essays in this volume are grouped around seven main themes: (1) school-to-college transition and retention; (2) rewarding effective teaching; (3) improving teaching and learning; (4) improving the undergraduate curriculum; (5) assessment; (6) teacher education, and (7) postgraduate curriculum and instruction. Institutions and organizations represented by these projects include: University of Michigan; Rollins College (Florida); Eastern Washington University; Anne Arundel Community College (Maryland); City University of New York-The City College; City University of New York-College of Staten Island; University of Nebraska at Lincoln; Rhode Island College; Mount Holyoke College (Massachusetts); Saint Anselm College (New Hampshire); University of Delaware; Washington State University; California State University at Northridge; Texas College of Osteopathic Medicine; The Community College of Aurora (Colorado); University of Minnesota; Kennesaw State College (Georgia); University of Oregon; University of Connecticut; Miami University (Ohio); University of Wisconsin at Madison; Mathematical Association of America; Baylor College of Medicine (Texas); University of California at Berkeley; The Center for Applied Linguistics (Virginia); New York Hall of Science; Pace University (New York); California School of Professional Psychology at Alameda; Georgetown University Law Center (District of Columbia). (CH)

ED 403 842 HE 029 887

Noldon, Denise F.; And Others
The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Educational Counseling; Higher Education; *Participant Satisfaction; Qualitative Research; Sex Differences; *Student Attitudes; Student Characteristics; *Student Experience; Student School Relationship; Surveys; *Teacher Student Relationship; Undergraduate Students

Survey responses of seniors (N=63) at a large Eastern university on a questionnaire of their satisfaction with academic and student services were evaluated. Faculty interaction was most commonly reported as the best experience students had at the university, and often included mention of specific faculty and specific courses. The importance of positive interaction with faculty was particularly evident for women. Overall, more than half of the responses given related to student interaction with faculty. Bad experiences related to faculty, advising, courses/classes, and teaching assistants. Positive experiences with services tended to vary by gender: men identified automated registration, computer services, and athletics, while women identified academic-related services, counseling, and health services. Both genders identified parking and dining

Lesson Plans; *Literacy Education; Material Development; *Needs Assessment; Planning; *Professional Development; Program Content; Program Development; Self Evaluation (Individuals); Task Analysis; Teaching Guides; *Workplace Literacy

These four learning guides comprise one of four packages in the Workplace Literacy Teacher Training series that provides information and skills necessary for the user to become a successful instructor in an effective workplace literacy program. The guides in this package are designed to prepare the instructor to ensure that the workplace literacy program has the foundational elements in place. Each guide consists of these components: introduction, objectives, list of activities to help meet the objectives, readings followed by questions for reflection, application activity, evaluation guidelines, and annotated bibliography. The first guide looks at the instructional setting and addresses techniques that can be used to relate workplace literacy programming to the needs of business and industry. The second guide describes the process for using the results of job and literacy task analysis and skill identification to develop an overall training plan and specific performance objectives. The third guide presents a model format and guidelines for lesson plan development and a process for gathering feedback about teaching effectiveness and using that feedback to document successes and improve instruction. The fourth guide offers techniques for gathering and developing instructional materials for the program that reflect the reality of the workplace and are appropriate for the chosen objectives and learner needs and abilities. Contains an annotated bibliography of 13 entries. (YLB)

ED 403 391 CE 073 123

Harrington, Lois G.; And Others
Workplace Literacy Teacher Training: Strategies for Instruction.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 130p.; For related documents, see CE 073 121-124.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Basic Skills; Behavioral Objectives; Classroom Techniques; Communication Skills; Educational Environment; Educational Strategies; *English (Second Language); Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Listening Skills; *Literacy Education; Mathematics Skills; *Professional Development; Program Development; Reading Skills; Self Evaluation (Individuals); Speech Skills; Teaching Guides; Teaching Methods; *Workplace Literacy; Writing Skills

These four learning guides comprise one of four packages in the Workplace Literacy Teacher Training series that provides information and skills necessary for the user to become a successful instructor in an effective workplace literacy program. The guides in this package focus on the skills at the heart of such programs--communication, reading, mathematics, and English as a Second Language (ESL)--and present effective strategies for teaching them in the workplace context. Each guide consists of these components: introduction, objectives, list of activities to help meet the objectives, readings followed by questions for reflection, application activity, evaluation guidelines, and annotated bibliography. The first

The Ohio Migrant Farm Worker Safety Needs Assessment was conducted to obtain baseline data on why migrant farm workers are at high risk of injury and illness in Ohio. First, 106 migrant farm workers were interviewed at clinics, labor camps, and job sites. Information concerning demographics, safety training, and incidence of occupational injury and illness was gathered in English and Spanish. Next, a questionnaire was sent to 110 employers in 4 agricultural sectors (vegetable, fruit, packing, and nursery). Eighty-four (76%) of the employers responded to the questionnaire, which included questions about operation demographics, implementation of safety preventive measures, incidence occupational injury/illness among workers, and employer attitudes regarding specific safety-related activities. It was discovered that Ohio's migrant farm workers (more than 99% of whom are Hispanic and 50% of whom reported working in the fields/groves when children) are not receiving adequate, standardized safety and health training. The little safety training that was being provided by employers was often informal and delivered through ineffective training methods. A critical need for programmatic and educational support for the growers, managers, and crew chiefs who develop and conduct training was identified. (Contains 12 tables/figures and 12 references.) (MN)

ED 403 410 CE 073 247

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 72p.; For related modules, see CE 073 248-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; *Occupational Safety and Health; Postsecondary Education; Power Technology; Safety Education; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; Utilities; Workbooks
IDENTIFIERS- *Power Line Technicians

This module is the first in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The four units in this module are as follows: (1) orientation to rural electric follows: to provide a common language of work; to shape the common language into a model or paradigm of work that everyone can use to help meet workplace demands; and to demonstrate the many practical work applications that one can use in conjunction with this language to meet daily work needs. An introduction describes the two broad categories into which the book divides the work force--workers and managers--and the hypothetical business and three representative jobs used throughout the book. A work communications survey is provided. Chapter 1 looks at the four features that support the status of the Language of Work (LOW) as a language: lexicon, syntax, message, and medium. Chapter 2 considers the traditional way to view a business and then a new three-dimensional view: the Business Sphere. It looks at how to apply the LOW at each level of the business to improve work quality and how the LOW provides the "business glue" that helps hold the business together and move it forward as a quality-driven culture. Chapters 3-6 examine the applications of the LOW to individuals, the business unit, work groups, and processes, respectively. Chapter 7 describes two implementation plans, one each for the two-phase approach to introducing the LOW into the business sphere. It lists the major consequences of using the LOW. Contains a bibliography and an index. (YLB)

ED 403 429   CE 073 284

Mortimer, Jeylan T., Ed.; Finch, Michael D., Ed.
Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Adolescents; Career Choice; *Education Work Relationship; Family Attitudes; *Family Work Relationship; Occupational Aspiration; *Parent Attitudes; Part Time Employment; Quality of Working Life; Secondary School Students; *Work Experience; *Youth Employment

This book contains eight chapters focused on various facets of adolescent work experiences and their effects on the student, the family, and the student's relationship to school, based on research conducted during the Youth Development Study. "Work, Family, and Adolescent Development" (Jeylan T. Mortimer, Michael D. Finch) summarizes earlier analyses that demonstrate the importance of work quality and context in developing a sense of adolescent competence. "Generational Differences in Early Work Experiences and Evaluation" (Pamela J. Aronson et al.) identifies competence and efficacy as key outcomes of parents' prior work experiences as adolescents. "The Implications of Helpfulness for Possible Selves" (Kathleen Thiede Call), shows how work in the household can contribute to a sense of competence under favorable family conditions. "Adolescent Earnings and Relationships with Parents" (Michael J. Shanahan et al.) demonstrates how adolescent paid work can contribute to positive family relationships. "Adolescent Work as an 'Arena of Comfort' under Conditions of Family Discomfort" (Kathleen Theide Call) notes how positive work experiences can buffer the person from deleterious family stressors. "The 'Occupational Linkage Hypothesis' Applied to Occupational Value Formation in Adolescence" (Seongryeol Ryu, Jeylan T. Mortimer) examines the transfer of occupational values from parents to children. "Effects of Adolescent Achievement and Family Goals

Performance; *Personnel Evaluation; Problem Solving; *Professional Continuing Education; Professional Occupations; Student Evaluation; *Systems Approach

Describing competency only in terms of individuals' technical capabilities is fast becoming inadequate. Practitioners in the 21st century must be able to apply the technical capabilities of their professions as they work with others within and external to their professions. A perception of the professional as a package of capabilities is the result of a problem-solving approach to professional practice that has evolved over the past decade. As professional practice moves toward a systems orientation, the factors that define competency increase in number and complexity. Both situational and human factors must be addressed in defining competency. Education and testing for competency should focus on professionals' work in teams as well as on their individual competencies. The need to introduce a team focus into professional preparation does not diminish the importance of fully preparing each individual with regard to the knowledge, skills, and performance abilities essential to the profession he or she is about to enter. As competency moves from an individual to a systems perspective, one can expect a parallel movement from an individual to an organizational competency focus. The lists of competencies that organizations identify as essential will increasingly include human factors. (YLB)

ED 403 448   CE 073 333

Peterson, Elizabeth A.
Democracy, Ethics and Program Planning.
PUB DATE- 2 Nov 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, November 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Blacks; *Democracy; *Democratic Values; *Educational Planning; Ethics; *Moral Values; *Program Development; Racial Integration
IDENTIFIERS- *African Americans

Democracy is the foundation of U.S. society. Democratic principles permeate all institutions, and the belief that individuals have the right to representation and a voice in decisions that affect their daily lives is supported by the highest laws of the land. The implementation of this agenda has created ethical problems for program planners and program participants. Although democracy calls for each voice to be heard, the voices represented around the planning table are generally those of individuals whose position and privilege have given them power to make decisions for others. These mixed messages have created a tension between program planners and teachers whose mission is to reproduce the status quo and the diverse groups who see a need for social change. The historical struggle of African American people to become full and equal participants in this society is one of "separate but equal" and the erroneous assumption that integration would make all things equal. In instances where African Americans had ownership--a place at the planning table--black people were being empowered. African Americans need to be at the planning table, because the agenda should be uplift, not assimilation. Citizens in a democracy must be guaranteed that the voices of those whose race, ethnicity, gender, or socioeconomic class position them diversity in human resource development (HRD) moderated by Neal Chalofsky at the 1996 conference of the Academy of Human Resource Development. "Diversity: A Double-Edged Sword" (Sally F. Angus) presents the notion of work force diversity through two differing perspectives in order to emphasize the serious and timely need for empirical study and science-based research upon which to base management decisions. "Career Development and Stress of Female Faculty Members at Pittsburg State University" (Chin-Fen Tsai, Robert C. Schwindt) describes a study that identified behaviors and stress factors at the different life stages of female faculty members at Pittsburg State University, Kansas. "The Relationship of Training and Team Diversity on the Productivity of Service Technicians at Bell South" (Anthony D. Machado, Douglas H. Smith), asks two questions: What impact does a total quality management training program have on productivity, and what variables differentiate the most productive work teams from the least productive work teams? Data from a study of 133 teams at Bell South revealed that total quality management training and its delivery coupled with the level of experience of the employee transcend the issues of a diverse work force. Papers contain references. (KC)

ED 403 467 CE 073 486

HRD in Selected Nations.
PUB DATE- 96
NOTE- 27p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Cultural Pluralism; *Employer Employee Relationship; Employment Practices; Foreign Countries; Human Capital; *Human Resources; *Labor Force Development; *Management Development; Organizational Development; Overseas Employment; Program Evaluation; Staff Development; Values
IDENTIFIERS- *Bangladesh; Belgium; *Expatriates; France; Netherlands

These three papers were presented at a symposium on human resource development (HRD) in selected nations moderated by Alan Mumford at the 1996 conference of the Academy of Human Resource Development. "Perspectives of United States Expatriates in the Netherlands, Belgium, and France on Expatriation and the Role of Their Sponsoring Organizations" (Jean Rowe McFarland) reveals the perceptions of expatriate employees in these countries through a study conducted through in-depth interviews. Themes emerging from this interpretive study suggest that expatriates feel unprepared, misunderstood, and forgotten and that organizations, not the expatriates, are primarily responsible for expatriate failures. "The Need for an Indigenous Approach to Management Development in Bangladesh" (Gary N. McLean) reports on two descriptive studies that addressed the applicability of Western management theory and practices in Bangladesh. The studies showed the following: Bangladeshi believe finances, quality, and growth, supported by culture, quality practices, and management contribute to organizational excellence; and Bangladesh is highly collectivistic, highly feminine, with medium-to-high power distance, and medium-to-high uncertainty avoidance. "The Future of HRD" (Jan Streumer et al.) examines which organizational and technological and training developments will become crucial in concentrated more on younger employees. Formal human resource development (HRD) activities are found to have little effect on the career development of older workers. Papers contain references. (YLB)

ED 403 485 CE 073 504

Practitioner States.
PUB DATE- 96
NOTE- 32p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; Case Studies; *Corporate Education; Demonstration Programs; *Health Promotion; Incentives; Instructional Development; Job Satisfaction; *Labor Force Development; Locus of Control; Models; Organizational Climate; *Performance Technology; Positive Reinforcement; Productivity; *Program Development; Teacher Attitudes; Teamwork; Trainers; *Training Methods; Work Environment
IDENTIFIERS- *Human Resources Professionals

This document contains four papers presented at a symposium on practitioner states moderated by Kay Bull at the 1996 conference of the Academy of Human Resource Development (AHRD). "The Effect of Locus of Control and Performance-Contingent Incentives on Productivity and Job Satisfaction in Self-Managing Teams" (Bonnie E. Garson, Douglas Stanwyck) discusses a simulation of employees working in self-managed teams that demonstrated the positive effects of incentives on workers with an external locus of control. Michele A. Hamil's paper "Creating Healthy Workplaces: A Model for Developing Corporate Wellness Programs" presents a case study of an exemplary corporate wellness program and review of the literature on human resource development (HRD) and corporate wellness interventions. "Inside the Heads of HRD Practitioners: How Do They Plan?" (Sharon J. Korth) outlines a highly iterative, paradoxical planning process that was identified through a qualitative study of the planning practices of five experienced HRD practitioners. "Instructional Thoughts of HRD Practitioners" (Theodore Lewis) reports the results of survey of a random sample of 350 HRD practitioners, which documented that HRD practitioners' instructional thoughts are mediated by concerns for organizational productivity and that their beliefs are shaped by both humanistic and corporatist values. Each paper contains references. (MN)

ED 403 486 CE 073 505

Structured and Unstructured Learning.
PUB DATE- 96
NOTE- 28p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Cognitive Processes; *Experiential Learning; Industrial

the law, a 10-page glossary of legal terms, a list of child protective agencies and national organizations assisting young people in legal matters, and pertinent tables and charts of minors' rights in the individual states. (RJM)

ED 403 504 CG 025 628

Johnson, Katherine I.
The Impact of External Resources on Conflict and Violence in Dating Relationships.
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Conflict; *Dating (Social); Employment Level; General Education; Higher Education; Human Relations; *Interpersonal Relationship; Parent Background; *Resources; *Social Exchange Theory; Social Life; Socioeconomic Status; *Violence

Eighty-six college-aged, heterosexual couples completed questionnaires and subsequently were interviewed separately in order to test the hypothesis derived from social exchange theory that higher levels of conflict or violence will be reported in dating relationships in which one partner has fewer external resources. External resources were identified as the dating partners' education and employment status and their parents' education, income, and socio-economic status. Approximately 51% of respondents acknowledged the existence of violence in their present relationships. The external resources that appear to be most significant for men are the employment status of each partner and their own parents' educational status. Conflict is also high when both partners are employed, suggesting that other resources such as "time spent together" are low. The lowest level of conflict reported by men is found when they are employed and their partners are not, while the second lowest levels are found when women are employed and men are not. General conflict experienced by women is slightly lower in each category. They do, however, follow the same pattern as men. Although there is no support for the hypothesis that there are higher levels of conflict in dating relationships for either men or women in which both partners have low family incomes, the men's parents' education appears to be significant for men and women. No hypotheses were supported for the relationship between resources and the use of violence by men against women. Nor does there appear to be a significant relationship between the employment status of the respondents, the educational status of the respondents' parents or the socio-economic status of the parents and the use of violence by women against men. However, there is a significant two-way interaction between income and the degree of violence used by women against men. Women use violence in relationships where there is an imbalance in the total family income; first when the man's income is high and the woman's is low, and second, when the man's income is low and the woman's is high. The degree to which women use violence against men is lowest when both partners have high family incomes and next lowest when both partners have low family income. Contains 12 references. (MSF)

ED 403 505 CG 026 711

with interracial individuals and families. Chapters 4, 5, and 6 include a developmental focus for counseling interracial children, adolescents, and adults. Case studies are included here to illustrate counselor roles. In chapter 7, interracial family counseling issues are explored, along with counseling interventions appropriate for this population. The last chapter addresses challenges that counselors face in helping interracial individuals to move beyond the "other" status. The text also includes a list of books with interracial themes that can be used in work with children and adolescents. (RJM)

ED 403 523 CG 027 531

Gelberg, Susan; Chojnacki, Joseph T.
Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Exploration; *Career Planning; *Homosexuality; Job Search Methods; *Lesbianism; Life Satisfaction; Self Actualization; Sexuality; *Vocational Interests; Work Environment
IDENTIFIERS- *Bisexuality; *Life Planning

All individuals, whatever their sexual orientation, should become skilled at career and life planning. This book, which addresses a perceived lack of information for gay, lesbian, and bisexual individuals, examines the impact of sexual orientation on career planning. It combines career theory and application within a counseling framework. The eight chapters present a logical progression: (1) the importance of career and life planning skills; (2) adapting career counseling approaches; (3) assessing interests, values, experiences, and skills; (4) assessing the role of adult development in career and life planning; (5) assessing the work environment; (6) career decision making and goal setting; (7) the job search; and (8) a comprehensive model of career and life planning for gay, lesbian, and bisexual persons. The model in the last chapter integrates literature from career development, adult life span development, and gay/lesbian, bisexual identity development. Lengthy appendices furnish sample career counseling forms and handouts for professional helpers and their clients. Also included are career counseling resources and an outline of developmental transitions and mentoring of gay, lesbian, and bisexual allies. It is hoped that the text will help professionals nurture the career and life-planning needs of all gay, lesbian, bisexual individuals. Contains over 350 references and an index. (RJM)

ED 403 524 CG 027 532

Conyne, Robert K.; And Others
Comprehensive Group Work: What It Means & How To Teach It.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and

dyslexic families. Dubbed the "middle class disease" by some and a "specific learning disability" by others, dyslexia affects one in 25 persons. Although dyslexia can involve a frustrating range of problems which conspire against an individual's working with print, letter and word recognition, and writing, many professionals refuse to acknowledge its existence as a diagnosable condition, distinct from other causes of low reading ability. The book considers the frustrations and difficulties experienced by dyslexics and their feelings of relief when their condition is diagnosed: their peculiar difficulties have a name--they are not alone. In most cases, special accommodations and education can imrove dyslexics' functional abilities. Appendixes advise on recognizing dyslexia and list resources. (NKA)

ED 403 543 CS 012 693

De Temple, Jeanne M.; Tabors, Patton O.
Children's Story Retelling as a Predictor of Early Reading Achievement.
PUB DATE- Aug 96
NOTE- 16p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Family Environment; Language Skills; Predictor Variables; *Reading Achievement; *Reading Aloud to Others; Reading Research; *Story Telling; Young Children
IDENTIFIERS- *Retelling

A study investigated whether children's early book reading experiences at home were related to later narrative skills, and whether narrative skills were related to school measures of literacy and language. Data were collected as part of the Home School Study of Language and Literacy Development, a longitudinal study designed to explore the relationships between early language experiences and later literacy and school achievement. Subjects were 62 mothers and children who carried out a story retelling task during the third annual home visit when the children were 5 1/2 years old. Mothers' talk during book reading was analyzed, and the stories retold by the children were transcribed and coded for story sense, non-pictured information, and length. Results indicated that: (1) book reading experiences at home at age 3 1/2 were related to the child's story retelling 2 years later; (2) home literacy environment at age 3 1/2 was associated with all 3 measures of story retelling and contributed to predicting the quality of the retelling; (3) children's story retelling in kindergarten was associated with kindergarten measures of language and emergent literacy; (4) story retelling was even more strongly associated with reading measures in first grade than in kindergarten; (5) all story retelling measures were associated with first grade reading and language skills; and (6) incorporation of information about the home literacy environment obtained at age 3 1/2 contributed greatly to predicting first grade reading performance. (Contains 7 references and 7 tables of data. An appendix presents the full text of the story the children retold.) (RS)

ED 403 544 CS 012 694

lesson of upward mobility in the main stream, the lesson of going along to get along. The paper offers three brief examples to substantiate these points, two of which are recent books about the subject. (TB)

ED 403 562 CS 215 636

Maris, Mariann
School/College Partnership Philosophy.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 2996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; *College School Cooperation; *Cooperative Learning; *Cooperative Programs; Elementary Secondary Education; English Instruction; Higher Education; Student Motivation; Student Participation; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Collaborative Writing; Educational Issues; University of Wisconsin Milwaukee

The issues confronting education today challenge educators on all levels and make it more imperative that colleges, school boards, and administrations work together. Collaboration on writing projects between college writers and elementary school writers, and between freshmen English high school writers and college writers at the University of Wisconsin Milwaukee have proved to be valuable for everyone involved. The project began in 1988 as the outgrowth of a course called "Strategies of Academic Writing." A joint writing project defines an audience for the students involved: the elementary students or high school freshmen know they are addressing college students, and vice versa. The collaborative project also offers opportunities for editing and revision, and provides students with a sense of purpose and direction for their writing. (A list of resources available in Wisconsin and a list of workshop presenters are appended.) (CR)

ED 403 563 CS 215 637

Wachholz, Patricia B.; Etheridge, Carol Plata
Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Content Analysis; *Freshman Composition; Higher Education; Instructional Improvement; *Self Efficacy; Social Cognition; *Student Development; Undergraduate Students; *Writing Apprehension; *Writing Attitudes; Writing Difficulties; Writing Research; Writing Strategies
IDENTIFIERS- Writing Apprehension Test (Daly and Miller)

A study examined differences in writing self-efficacy beliefs among high- and low-apprehensive writers. The Daly-Miller (1975a) Writing Apprehension Test was administered to 43 developmental writers in 3 freshman composition classes. Students scoring plus or minus one standard deviation from the mean for that population were selected for further study.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affirmative Action; *Class Activities; High Schools; *Journalism Education; News Writing; Social Discrimination; Stereotypes; *Student Publications; Surveys; *Writing for Publication
IDENTIFIERS- Adviser Role Scholastic Journalism; Advisor Role; *Diversity (Student)

This booklet presents 12 activities to help high school journalism teachers and staff members balance the content of their publications and the staff makeup so that all groups of students in the school are represented. The first 11 activities in the booklet are classroom activities designed for teachers and students. The final activity is intended primarily for advisers and includes suggestions for recruiting minority staff members and step-by-step plans for forming a local press association. Included with each activity in the booklet are a goal for each activity and strategies for attaining that goal; an approximate time line for the activity; ways of getting started and wrapping up each activity; a list of materials needed; worksheets; and a list of sources and resources. Activities in the booklet are (1) The Music Lesson--A Mini-Survey Experience; (2) Cover Me Fairly--Getting Rid of Stereotypes and Biases; (3) Total Coverage--Covering All Sectors of the Student Body; (4) The American Dig--Unearthing School Journalism Artifacts; (5) Know Where You've Been to Know Where You're Going; (6) Locating Local and National Journalism Sources and Resources; (7) A Day in the Life of Your High School--A Photographic Map of Your School; (8) Exploring Discrimination via Column Writing; (9) Exploring Culture-Specific Information and Myths as Story Topics; (10) How Is My Life Different because of Affirmative Action?; (11) Hosting a Student Exchange; and (12) Activities for Advisers: Recruiting a Diverse Staff. Appendixes discuss how to analyze a news story, 2 newspaper columns, excerpts from President Clinton's 1996 Report to Congress, and 9 brief activities. (RS)

ED 403 583 CS 215 707

Chametzky, Robert A.
Finding Language in the Language Arts: Towards "Cognitive Language Arts."
PUB DATE- Dec 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Generative Grammar; *Language Arts; Linguistics; Tenses (Grammar)
IDENTIFIERS- Words

The language arts are constructed like a doughnut or a bagel, so that at their center where there might be something, there is instead a hole--emptiness. The dominant approach to understanding the nature of language--generative grammar--does not suggest a center for the language arts. An alternative approach to language and mind is "cognitive linguistics" or "cognitive grammar." Mark Turner has outlined in a number of books a general approach to the study of language and literature based in cognitive linguistics which he calls "cognitive rhetoric." A common project in cognitive grammar is often the intensive investigation of the occurrences of a single word. A central goal of Turner is to reinvigorate the

Elevation, and Knowledge) Program of remedial and financial assistance and counseling, the book captures the strength and grace with which Shaughnessy faced her opponents. The book portrays Shaughnessy as a complex and fascinating person, more than as an educational icon. It acquaints the reader with the circumstances of Shaughnessy's upbringing, her family and friends, and the twists and turns that led her to a career in higher education. The book includes many of Shaughnessy's writings, which continue to serve as sources of information, confirmation, and inspiration, even after her early death from cancer in 1978. (NKA)

ED 403 604 CS 215 728

Kazin, Alfred
Writing Was Everything.
PUB DATE- 95
NOTE- 155p.; William E. Massey Sr. Lectures in the History of American Civilization (1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Educational Benefits; Higher Education; *Intellectual Experience; *Literary Criticism; Literary History; Personal Narratives; Professional Recognition; Reminiscence; *United States Literature; Writing (Composition)
IDENTIFIERS- *Kazin (Alfred); Twentieth Century History; *Writing Contexts

This book, originally an invited lecture given at Harvard, recounts the formative experiences of Alfred Kazin, a Distinguished Professor of English, Emeritus, at Hunter College and at the Graduate Center of the City University of New York and a well-known literary critic. A blend of autobiography, history, and criticism that moves from New York in the 1930s to wartime England to the postwar South, the book emerges as a *reaffirmation of literature in an age of deconstruction and* critical dogma. The book takes the position that great writing matters and shows how it involves people morally, socially, and personally on the deepest level--something that Kazin finds is not usually discussed in university English departments in this age of theory. The book reflects on modernism, southern fiction, and Black, Jewish, or "New Yorker" writing, and shares anecdotes about Richard Wright. John Cheever, Saul Bellow, and Mark Rothko. Following a prologue, the book is divided into chapters called: (1) Before the War (focusing on Kazin's student days and his life as a fledgling professional writer); (2) During the War (describing his experiences while on assignment to report from and about England); and (3) After the War (when Kazin finds himself a recognized writer and a professor in various university English departments). (NKA)

ED 403 605 CS 509 399

Derryberry, Bob R.
Linking Department and Forensics Directing in the Small College.
PUB DATE- 23 Nov 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

PUB DATE- Nov 96
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; Community Programs; Community Services; *Experiential Learning; Higher Education; *School Community Relationship; *Service Learning; *Student Participation; Student Projects
IDENTIFIERS- *Santa Clara University CA

Experiential education, and more specifically service-learning, connects students with a different kind of education. Moreover, service-learning provides the opportunity for students to listen to voices seldom heard in academia. Experiential learning and service-learning have taken on an important role in contemporary schooling and are being adopted as a regular part of the curriculum to provide education for citizenship, an experience of community, practical applications for theoretical material, and an educational process more appealing to adult learners. By providing interaction with the marginalized community--the immigrant, the poor, the sick, the homeless, the aged--the service-learning program at Santa Clara University in California promotes a wider discourse in the communication course and invites students to take a greater responsibility for their own learning. Begun in an effort to connect the university more closely to its local community, and arising from the religious mission of the school, the program design included student contact with the local community through projects including, among others, documentary videos and studies of interpersonal interactions. (Contains 33 references; a project description that includes a list of questions for student reflection is appended.) (Author/CR)

ED 403 626 CS 509 425

Dunbar, Robert E.
How To Debate. Revised Edition. (A Speak Out, Write On! Book).
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- Class Activities; *Debate; Listening Skills; *Persuasive Discourse; *Public Speaking; *Rhetorical Invention; Secondary Education
IDENTIFIERS- Debate Delivery; *Debate Strategies; Debate Tournaments; Speaking Thinking Relationship

Intended for the young person who is interested in learning the fine points of debate, this handbook states that debate can influence people, sharpen the mind, and enhance a person's speaking abilities. The handbook covers a range of subjects of interest to the young debater--for example, (1) how debates are judged; (2) how to prepare for a debate; (3) methods of argument; (4) how to make the delivery effective; (5) how to take the affirmative side; (6) how the negative attacks; (7) how to listen to an opponent and respond effectively; (8) methods of judging; and (9) types of debate. The handbook provides numerous examples from historic debates to give the reader a feel for the effective use of rhetoric. Appendixes councils (Kentucky and Boston). School boards must retrain, reform, and redirect efforts to produce stability within school districts; utilize action research and strategic planning in order to improve student achievement and behavior; and develop coherent agendas centered around the achievement of all students and an effective evaluation system. Contains 17 references. (LMI)

ED 403 646 EA 028 190

Calvery, Robert; And Others
A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Collegiality; Elementary Secondary Education; *Public Schools; School Administration; *Teacher Characteristics; *Teacher Competencies; Teacher Employment; *Teacher Qualifications; Teacher Selection
IDENTIFIERS- *Arkansas

Teacher selection is a complex set of procedures that may be influenced by administrators' beliefs and values. This paper presents findings of a study that identified the teacher characteristics most valued by Arkansas public school administrators. Data were gathered during the 1995-96 school year through a survey of 40 area school administrators who were asked to rate teacher-evaluation criteria in the following five areas: teacher abilities, school management, personal qualities, professional and social traits, and verification of information. The survey elicited a 75 percent rate of return. Administrators most valued human relations with peers, attitude, dependability, appearance, and professional knowledge. The data showed a high level of agreement among administrators about the importance and accessibility of factors commonly associated with teacher selection. (LMI)

ED 403 647 EA 028 191

Fletcher, Richard K., Jr.
A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
PUB DATE- Jan 97
NOTE- 43p.; Revision of paper presented at the Annual Meeting of the Tennessee Academy of Science (Sewanee, TN, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Block Scheduling; High Schools; Homework; Parent Attitudes; *School Schedules; Student Attitudes; *Time Blocks; *Time Factors (Learning); Working Hours
IDENTIFIERS- *Tennessee

During the past 4 years block scheduling has been adopted by a majority of the high schools in Middle Tennessee. This paper presents findings of a study that explored the effects of the new schedule. Data were gathered from a questionnaire that was completed by 280 teachers and approximately 2,000 students from college credit. The educational innovation is referred to as dual credit. This book was designed to help administrators and teachers develop dual-credit educational partnerships and to provide information to students. Chapter 1 provides the historical foundation and the global context for a dual-credit educational model. The second chapter addresses the intricacies of planning a dual-credit program for public and private institutions. Chapter 3 provides a "Rosetta stone" approach for identifying courses that fulfill both high schools and college credit. Ways to establish program effectiveness through an array of accountability measures are discussed in the fourth chapter. Chapter 5 offers an annotated sample of a dual-credit agreement with clarifying comments about components of the process. The sixth chapter clarifies the differences between dual credit and articulated credit and presents a plan to use when high school and college teams meet to articulate courses that will be credited toward a high school diploma and a college degree. The final chapter offers a methodology for involving faculty for systemic change. A glossary accompanies each chapter. Nine tables are included. (Contains seven references.) (LMI)

ED 403 666 EA 028 217

Reynolds, Larry J.
Successful Site-Based Management: A Practical Guide. Revised Edition.
PUB DATE- 97
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; Interprofessional Relationship; Leadership; Organizational Climate; *Participative Decision Making; Program Implementation; *School Based Management; *School Restructuring; Strategic Planning; Teamwork

Many school districts and schools find that they have an incomplete understanding of site-based management (SBM). This guidebook provides a systemwide approach to site-based management, using SBM as a strategy for school improvement and increased student success rather than for managing the status quo. It identifies nine essential perspectives and skills required to support SBM; defines the new roles and responsibilities of central-office personnel, principals, and site teams; recommends a specific "how-to" approach of 25 steps to implement SBM; and provides worksheets and guidelines to apply to different settings. Fifty worksheets, 16 tables, and 8 figures are included. (LMI)

ED 403 667 EA 028 218

Brubaker, Dale L.; Coble, Larry D.
Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
PUB DATE- 97
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Preschool Education; Problem Solving; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 11, which focuses on communication skills for caregivers. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of effective communication, nonverbal communication, roadblocks to communication, active listening, methods for making oneself understood, steps in problem-solving, talking with coworkers and parents, and giving praise. For each hour, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB)

ED 403 685 EC 302 323

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 91
NOTE- 174p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blindness; Child Caregivers; *Child Development; Cognitive Development; Day Care; Emotional Development; Infants; Inservice Education; Interpersonal Competence; Language Acquisition; Partial Vision; Preschool Education; Self Care Skills; *Symptoms (Individual Disorders); Toddlers; *Visual Impairments; *Visually Impaired Mobility
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 12, which focuses on visual impairments. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing an understanding of the functions of the visual system; relevant terminology; orientation and mobility; signs of visual disorders; effects of visual impairment on cognitive and language development, motor development, self-help skills, and social emotional development; and adaptation of the caregiving environment. For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references,

NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Daily Living Skills; Decision Making; *Developmental Disabilities; Educational Strategies; Individual Development; Interpersonal Communication; *Mental Retardation; *Personal Autonomy; *Self Determination; *Skill Development; *Training Methods
IDENTIFIERS- *Choice Behavior

This guide presents strategies for increasing choice opportunities for people with moderate to severe developmental disabilities. Because choice opportunities are easily overlooked, these strategies are intended to provide a systematic way to ensure that simple, but important, daily choices are made available. The guide describes basic principles of choice-making, explains how to teach choice-making skills to the passive learner, describes how to build in multiple choice-making opportunities within daily routines, introduces self-scheduling as a method for helping people plan their day, and addresses common questions and concerns about choice-making. (Contains 18 references.) (DB)

ED 403 704 EC 305 269

Garland, Corinne W.; Frank, Adrienne
Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Dec 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; *Disabilities; Early Childhood Education; *Early Intervention; *Family Involvement; Family Programs; *Inservice Education; *Interdisciplinary Approach; Needs Assessment; Outreach Programs; Staff Development; Teaching Models; Teamwork; Technical Assistance; Training Methods; Workshops

This final report describes achievements and activities of the Trans/Team Outreach Project, a Virginia project to replicate a model of inservice training designed to help early childhood intervention teams move toward more family-centered, transdisciplinary service delivery for young children with disabilities and their families. Trans/Team Outreach has provided training and technical assistance to nearly 50 early intervention teams from a variety of geographic and administrative settings. Ninety-six percent of those teams reported significant program change as a result of the training. Trans/Team Outreach used an individualized needs assessment process to determine team need for training in family-centered services, the transdisiciplinary approach to service delivery, and team interaction. Teams participated in on-site training workshops based on identified needs and received follow-up technical assistance in development and implementation of plans for change. The Trans/Team curriculum addressed: the transdisciplinary approach to service delivery, family-centered service systems, team approach to assessment,

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; Elementary Secondary Education; Incidence; Inclusive Schools; *Mathematics Instruction; Standards; Student Characteristics; Student Evaluation; *Teaching Methods
IDENTIFIERS- NCTM Professional Teaching Standards

This paper provides a collection of materials and suggestions concerning students with attention deficit disorders (ADD) in mainstream mathematics classes. The presentation begins with a summary of selected standards from the National Council of Teachers of Mathematics' Professional Standards and raises the question of whether attention deficits are addressed within the Standards. It continues with an analysis of statistics on the incidence of attention deficit disorders; an outline of developmental demands for attention at different stages (from preschool through high school); an illustration of one model of the brain's operation; a listing of behaviors and mathematical indicators associated with the specific attentional problems of hyperactivity, distractibility, and impulsivity; and lists of mathematical concepts likely to be troublesome to ADD students and those mathematical concepts that ADD students often like. Specific strategies for teachers are organized into descriptive lists dealing with classroom management, teaching techniques that focus on the strengths of ADD students and those of all students, homework and the ADD student, and assessment strategies for ADD students. The paper concludes with a listing of psychological factors of ADD. (Contains 20 references for teachers and children.) (DB)

ED 403 722 EC 305 287

Male, Dawn B.
Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
PUB DATE- Jul 96
NOTE- 11p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *Mental Retardation; *Parent Attitudes; *Participant Satisfaction; Preschool Education; Questionnaires; *Severe Disabilities; *Special Schools; *Student Placement; Surveys
IDENTIFIERS- *Great Britain

British parents of children with severe/multiple learning disabilities were surveyed to determine the parents' wishes, needs, and satisfaction with the child's school placement. Eighty parents responded (a 53 percent response rate) to a mailed questionnaire. At present, the majority of children described as having severe learning difficulties are educated in special schools where they are increasingly integrated with less severely disabled children. Responses to questions concerning what parents want the child to learn, level of satisfaction with what is being taught by subject area, actual and desired participation of parents in the child's education, and types of support services received are rank ordered. The oral, language laboratory, conversational, and group social segments of the course. Overall, students gained substantially in skills, confidence, and enthusiasm. The program has drawn students from 155 high schools in 7 states and a broad demographic base. Some student comments are included. (MSE)

ED 403 741 FL 024 359

Gibson, Judy, Ed.
The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Institutional Characteristics; *Language Enrollment; National Surveys; Native Language Instruction; Parent Associations; Program Design; Regional Characteristics; *Second Language Programs
IDENTIFIERS- *Canada; Canadian Parents for French; *French Language Schools

The directory lists French immersion programs at the elementary and secondary school levels in each province and territory of Canada. They are arranged alphabetically by province or territory, then by city or town within those categories. Data pertain to the 1995-96 school year. Information provided for each region includes general information on characteristics or regulations, regional director and president of the Canadian Parents for French (CPF), and registry contact person. Information on each district includes district contact person, CPF contact, availability of transportation, and characteristics of each school's program: program type (total or partial immersion; early, middle, or later immersion; continuing immersion; French first language programs accepting immersion students; dual track; immersion centers), and enrollment. A chart provides overall enrollment data (total, immersion, and percentage immersion for 1994-95, and immersion enrollment for 1995-96) and tracks immersion enrollment change for each province or territory. Information on CPF is also included. (MSE)

ED 403 742 FL 024 360

Foreign Language on the Block.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Classroom Techniques; Curriculum Design; *Curriculum Development; Educational Change; Educational Strategies; Elementary Secondary Education; *Instructional Design; Lesson Plans; Program Administration; *Scheduling; Second Language Instruction; *Second Languages; Student Evaluation; Testing; *Time Blocks
IDENTIFIERS- North Carolina

The guide is designed to address concerns of North Carolina second/foreign language teachers and school administrators as they plan and implement block class scheduling. The first section outlines the rationale and special considerations for block scheduling, and offers some typical schedule options.

Language Instruction; Second Languages; Sex Differences; *Uncommonly Taught Languages; *Welsh
IDENTIFIERS- Antioch College OH; *Celtic Languages; Saint Francis Xavier University (Canada)

The journal for teachers of Celtic languages in the United States and Canada contains six articles. "Motivation and Gender: A Welsh Case Study" (Christine M. Jones) examines data on characteristics of one group of students of Welsh, focusing on gender-related motivational differences. "Morphological Objects" (Annette McElligott, Gearoid O Neill) models the morphology of Irish inflectional verbs for the purpose of computer-assisted language instruction. In "The Status of Scottish Gaelic in Scotland" (Pamela S. Morgan), recent developments supporting the maintenance and revival of Scots Gaelic are described. "Developing Language Awareness in the Irish Language Classroom: A Case Study" (Muiris O Laoire) reports a study of Irish instruction in a class of secondary school children, in which a number of classroom instructional strategies were used to improve motivation and language awareness. "Teaching Irish at Antioch College" (Ron Crow) describes briefly an immersion approach tried at Antioch College in Yellow Springs, Ohio, and "A Brief History of the Department of Celtic Studies, Saint Francis Xavier University, Antigonish, Nova Scotia" (Kenneth E. Nilsen) describes briefly the varied activities of the Department of Celtic Studies at Saint Francis Xavier University in Nova Scotia, Canada. The university is the only one in North America that offers three levels of Scottish Gaelic. A book review, announcements of new publications, and professional announcements are also included. (MSE)

ED 403 761 FL 024 384

van Troyer, Gene
Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.
PUB DATE- Dec 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Intercultural Communication; *Language Research; *Linguistic Theory; Research Methodology; Scientific Methodology
IDENTIFIERS- *Sapir (Edward); Whorf (Benjamin Lee); *Whorfian Hypothesis

The Sapir-Whorf Hypothesis, long considered a factor in intercultural communication, is discussed. Empirical studies that have tended to validate the hypothesis are reviewed, and the hypothesis is then considered from the standpoint of empirical and scientific research requirements. It is shown that the hypothesis has never been formally defined for testing, and therefore does not exist as a scientifically testable thesis. As a result, all studies that have attempted to interpret empirical data accorded to the hypothesis are either flawed or invalid because they have tested something other than the hypothesis. It is concluded that the Sapir-Whorf Hypothesis exists only as a notion, and has no meaningful relation to intercultural communication. Includes an abstract in Japanese. Contains 22 references. (Author/MSE)

ED 403 762 FL 024 385

NOTE- 134p.; Contains some line drawings that may not reproduce well. Funded by Sun Microsystems, Inc.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Asian Americans; Curriculum Design; *Disease Control; Entry Workers; Food Service; Grammar; *Hospitals; Housekeepers; Immigrants; Interpersonal Communication; *Job Search Methods; Job Skills; Program Descriptions; Second Language Instruction; Student Characteristics; Vocabulary Development; Vocational Education; *Vocational English (Second Language)

The guide describes a vocational English-as-a-Second-Language program for pre-employment training of Southeast Asians seeking work in entry-level health care jobs. The program was conducted in cooperation with a hospital in Massachusetts. The guide describes the program and its four instructional units in detail, and includes lesson plans, activities, worksheets, and tests for each unit. An introductory section outlines these program elements and characteristics: program design; student profile; classroom management techniques; hospital tours; job shadowing; employment of graduates; and instructional design. With each instructional unit is a description of its content, language objectives, job skill objectives, classroom procedures, and the hospital tours and demonstrations conducted for the students. The instructional unit topics were: introduction to health care (infection control, fire safety); food service; housekeeping; and finding a job in a health care facility. A form for participants' evaluation of the program is appended. (Contains 19 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 403 783 FL 801 125

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
PUB DATE- 95
NOTE- 326p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Citizenship Education; Cognitive Style; College Entrance Examinations; College Preparation; Computer Assisted Instruction; Conversational Language Courses; Course Descriptions; Cultural Pluralism; Curriculum Guides; *English (Second Language); Haitian Creole; *Literacy Education; Multilingualism; *Native Language Instruction; Pronunciation Instruction; Second Language Instruction; Second Language Programs; Spanish; Student Placement; Teaching Methods; *Vocational English (Second Language)
IDENTIFIERS- Florida (Broward County); *Multiple Intelligences

This curriculum guide outlines courses in English as a Second Language (ESL) offered by the Broward County (Florida) adult education program. An introductory section outlines the general student needs on which the curricula are based, program policies for placement and promotion, instructional delivery, and student progression, and the correspondence between Florida state curriculum requirements and those of Broward County. The second section discusses various aspects of methodology for the courses, including classroom coping skills, adult learner characteristics, learning styles, multiple intelligences, retention, equity, utilization of resources, improved intersegmental cooperation, differential missions, and cost-effectiveness; (2) institutional performance and student progress including student retention, differential movement of students through higher education, institutional productivity and accountability, and workforce diversification; and (3) coordinating responsibilities and information dissemination including data base design and maintenance, student profiles, and fiscal profiles. (JLS)

ED 403 802 HE 029 847

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
PUB DATE- Feb 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Agency Cooperation; Coordination; *Educational Demand; Education Work Relationship; Enrollment Trends; Financial Exigency; Financial Problems; Futures (of Society); Higher Education; Long Range Planning; Retrenchment; Selective Admission; *State Agencies; *State Colleges; *State Universities; Student Mobility
IDENTIFIERS- *California; *Western Interstate Commission for Higher Education

The California Postsecondary Education Commission (CPEC) has reviewed the status of the State of California as a member of the Western Interstate Commission for Higher Education (WICHE) and recommended California's continued membership in the WICHE compact. Specifically, the CPEC proposed that: (1) California remain a full member of WICHE and continue dialogue with WICHE leaders and staff to assure that current efforts to redefine how California participates in WICHE continue; and (2) that California review its membership and participation in WICHE at least every 5 years. Specific concerns included student access and ways to incorporate excess capacity in other states as part of a long-term strategy to preserve maximum access to higher education for Californians. Relative to this, the CPEC identified as a primary interest devising methods for obtaining reliable data on the actual number of Californians who elect to attend postsecondary institutions out of state and particularly in WICHE member states. The CPEC also identified a substantial research agenda that includes better coordination between the WICHE and California research efforts and that examines future workplace education needs, refining the methodology for calculating education costs, and conducting validation studies on the relationship between selective admission requirements and subsequent student achievement in college. (JLS)

ED 403 803 HE 029 848

The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.
PUB DATE- Oct 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Legislation; Postsecondary Education; Private Schools; Private Sector; *Program Evaluation; Program

DESCRIPTORS- *Budgets; College Administration; College Admission; College Faculty; Crime; Degrees (Academic); Educational Facilities; *Enrollment; Faculty Mobility; Geographic Distribution; *Higher Education; Loan Repayment; Mission Statements; School Security; State Surveys; *State Universities; *Student Costs; Student Financial Aid; Teacher Salaries; Tuition

IDENTIFIERS- *South Dakota

This annual report provides a variety of information about the state of higher education in South Dakota. The bulk of the report consists of tables and charts that summarize: (1) the structure of the South Dakota Board of Regents; (2) the institutional missions of the state's six state universities and two special schools; (3) admission requirements; (4) operating budgets and mean budgeted salaries; (5) historical tuition rates from 1971 through 1997; (6) student financial aid programs; (7) average financial aid awards; (8) student loan default rates; (9) 1996 Fall term enrollment data; (10) plans of South Dakota high school graduates from 1973 through 1996; (11) projections of South Dakota high school graduates from 1997 to 2009; (12) student geographic distribution and enrollment; (13) campus crime rates; (14) special schools profiles; (15) faculty profiles by university, salaries, and turnover rates; (16) student-faculty ratios; (17) degrees awarded and degree trends from 1989 through 1996; (18) data on physical plant; and (19) regional comparisons with state support, student charges, faculty salaries, and enrollment. (MDM)

ED 403 824 HE 029 869

Lunney, Carol; And Others

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.

PUB DATE- Mar 96

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Choice; Career Development; *College Graduates; *College Seniors; Educational Attitudes; *Education Work Relationship; Graduate Study; Graduate Surveys; Higher Education; *Liberal Arts; Majors (Students); Selective Colleges; Socialization; *Work Attitudes

IDENTIFIERS- *Career Expectations

This study examined the career expectations and outcomes of liberal arts graduates. It surveyed 445 seniors majoring in the arts and sciences at 21 selective liberal arts colleges concerning their career beliefs and expectations. A follow-up survey was sent 12-18 months later concerning career skill development, job expectations, career-related experiences, and overall self-concept, with 205 graduates responding. The study found that 23 percent of graduating seniors planned to go to graduate school, 20 percent had a job offer, 31 percent were pursuing both graduate school and employment opportunities, and 26 percent were undecided and pursuing neither. Twelve to 18 months after graduation, 95 percent of the graduates were engaged in school or work, with the vast majority following through on their pre-graduation plans. Humanities graduates had the greatest number and kinds of surprises in employment, and found it difficult to discover opportunities for themselves in the workplace and were often disappointed when they found jobs. Actions that employers and college career centers can take to services as their worst experiences with services. Results suggest that students would like more interaction with faculty, a more supportive academic environment, and better delivery of campus services. Five tables of data are included. (Contains 15 references.) (JLS)

ED 403 843 HE 029 888

Shaughnessy, Michael F.; And Others
Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aptitude; *Academic Standards; *Accountability; College Preparation; College Students; *Developmental Studies Programs; Educational Finance; Enrollment Trends; Higher Education; High Risk Students; Institutional Mission; Program Costs; Program Effectiveness; *Remedial Instruction; Student Characteristics; Student Needs

This paper discusses the role of developmental or remedial education in higher education. Some students enroll in developmental courses because they are reentering college after many years out of a classroom. Others are recent high school graduates seeking better study skills and yet others are students lacking required course work from high school and those scoring below set criteria on standardized tests. Institutions usually do not expend much on these courses though they collect full tuition since the faculty assigned to teach developmental courses are often graduate assistants or adjunct faculty and are rarely trained in adult education. Additionally, students are frequently misplaced in these courses by ill-informed counselors. As these courses usually do not count toward graduation, enrollees cannot complete their education in a timely manner and must extend beyond the traditional 4 years. Students in these courses have been shown to score at lower intelligence levels than other students and to lack maturity. These findings suggest that many students are being encouraged to attend college before they are ready or even when not qualified. The field of developmental or remedial education is growing but questions still remain. There is concern that such education is not appropriate for higher education and that it represents a "dumbing down" of American education that will have serious future effects. (JLS)

ED 403 844 HE 029 889

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
PUB DATE- Jan 97
NOTE- 97p.; For previous report, see ED 384 302.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Housing; Community Colleges; Fees; Full Time Students; Graduate Students; Higher Education; Part Time Students; *School Statistics; State Colleges; *State Universities; *Student Costs; Students; Tables (Data); *Tuition; Undergraduate Students
IDENTIFIERS- New York; *State University of New York

guide on communication introduces and explains the whole language perspective and describes the Language Experience Approach. The second guide focuses on the use of authentic reading experiences to teach reading. It summarizes reading skills typically needed in the workplace, discusses roles of modeling and metacognition in teaching reading skills, and describes approaches to help learners decode workplace vocabulary to construct meaning. Mathematics skills typically needed in the workplace are addressed in the third guide, which presents teaching strategies that focus on helping learners use mathematical symbols and strategies to solve real workplace problems. The fourth guide reviews the overall ESL program development process and covers detailed guidelines and strategies for teaching ESL in a workplace context. Contains 28 references. (YLB)

ED 403 392 CE 073 124

Harrington, Lois G.; And Others
Workplace Literacy Teacher Training: Strategies for Program Implementation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 168p.; For related documents, see CE 073 121-123.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; Behavioral Objectives; Classroom Techniques; Cognitive Style; Educational Environment; Heterogeneous Grouping; *Individualized Instruction; Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Literacy Education; Mentors; Performance Tests; Portfolio Assessment; *Professional Development; Program Development; Program Implementation; Self Evaluation (Individuals); *Small Group Instruction; Student Evaluation; Teaching Guides; Teaching Methods; *Tutoring; *Workplace Literacy

These four learning guides comprise one of four packages in the Workplace Literacy Teacher Training series that provides information and skills necessary for the user to become a successful instructor in an effective workplace literacy program. The guides in this package focus on tasks required to support the program as it is implemented. Each guide consists of these Lanka, India, Colombia, Brazil, Malaysia, and the United Kingdom (UK). meet the objectives, readings followed by questions for reflection, application activity, evaluation guidelines, and annotated bibliography. The first guide addresses management of instruction, presenting strategies for planning and managing small group learning to deal with a multilevel classroom and to develop low-level literacy as well as higher-order thinking skills. The second guide reviews the purposes of learner assessment, presents specific techniques and devices, and highlights techniques most appropriate for workplace literacy programs: workplace scenarios, portfolios, and performance tests. The third guide focuses on how to develop an individualized Workplace Development Plan and describes effective learning activities and instructional strategies, including use of learner-generated materials. The essential elements of tutoring and mentoring and their benefits to the workplace literacy program are addressed in the fourth guide. It provides specific guidelines for planning, initiating, and managing a tutoring/mentoring program. Contains cooperatives, (2) introduction to power line technician's training, (3) job advancement, and (4) general safety. Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 411 CE 073 248

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 395p.; For related modules, see CE 073 247-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Construction (Process); Curriculum Guides; *Electrical Systems; *Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Interpersonal Communication; Learning Activities; Learning Modules; *Occupational Safety and Health; Postsecondary Education; Power Technology; Safety Education; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; *Power Line Technicians

This module is the second in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The nine units in this module are as follows: (1) personal and job safety, (2) communications, (3) basic electrical theory, (4) rope and rigging, (5) overhead construction, (6) underground distribution construction, (7) personal climbing tools and equipment, (8) right-of-way, and (9) distribution transformers. Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 412 CE 073 249

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 200p.; For related modules, see CE 073 247-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

on the Early Adult Transition" (Ellen Efron Pimentel) highlights the significance of efficacy in enabling adolescent aspirations and preferences to be realized effectively. The final chapter points to "Future Directions for Research on Adolescents, Work, and Family" (Michael D. Finch, Jeylan T. Mortimer). The book contains 302 references. (KC)

ED 403 430 CE 073 293

Elliott, Geoffrey
Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
PUB DATE- 96
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Role; Adult Education; Case Studies; *Educational Change; Educational Policy; *Educational Quality; Educational Research; Federal Legislation; Foreign Countries; Leadership Styles; Postsecondary Education; Program Administration; *Public Policy; Qualitative Research; Quality Control; Research Methodology; Resource Allocation; Systems Approach; Teacher Competencies; *Teacher Role; Teaching Methods; Technical Institutes; Urban Areas; Urban Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Impact Studies; *United Kingdom

The impact of government policy initiatives on public-sector further education (FE) and FE lecturers in the United Kingdom was examined through a case study of a small group of full-time creative arts lecturers at a large urban FE college. A qualitative research approach was used. Data were collected through the following methods: participant observation; semistructured, open-ended interviews; literature review; and examination of official college documents, national policy documents, and other relevant documents. It was concluded that government interventions to move the FE sector from a service to a business orientation have increased tensions between FE managers and lecturers over such issues as resourcing, management styles, and practices. The new emphasis on managing FE as a business has caused FE managers to introduce human resource management strategies and formal quality assurance systems that have contributed to the marginalization of a pedagogic orientation at the strategic and operational levels. Most of the FE lecturers had a sophisticated appreciation of the system demands of incorporation, the difficulties/responsibilities of FE senior managers, and the benefits of selected initiatives (appraisal and use of external performance indicators). FE managers would be well advised to eschew managerialist strategies in favor of a strategy of empowerment of their lecturing staff. (Contains 240 references.) (MN)

ED 403 431 CE 073 295

Hansen, L. Sunny
Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
PUB DATE- 96
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Counseling; *Career Development; Coping;

at the margins of the society will be heard. (YLB)

ED 403 449 CE 073 336

Bryan, Jon L.; Thuemmel, William L.
An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
PUB DATE- Dec 96
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aviation Education; Computer Simulation; Educational Certificates; *Flight Training; Postsecondary Education; *Stopouts; Student Behavior; *Student Certification; Student College Relationship

A study analyzed student delays in flight certification at 106 University Aviation Association (UAA) member postsecondary institutions. After a pilot survey of 5 institutions, questionnaires were mailed to the 101 remaining UAA administrators; 80 responses were returned. Correlations of items in the survey were analyzed and significant correlations determined. Pearson product-moment correlations were used for the correlation analysis. Approximately 88 percent of UAA postsecondary institutions that offered flight programs indicated that they were experiencing major or minor problems with delays in student progress. No trend was reported in the rate of flight student progress delays. No relationship was noted between the incidence of delays and the level of degree offered at the postsecondary institutions. The use of simulators or ground training devices was related to a reduction in major progress delays. No clear relationship could be established between institutional monitoring of flight student progress during the semester and a reduction in flight student progress delays. Weather, geographic location, instructor availability, instructor turnover, aircraft availability, and institutional financial and grading policies were not related to flight student training progression. (Contains 10 references.) (YLB)

ED 403 450 CE 073 365

Ashmore, Catherine; And Others
Needs Assessment on Integration of Academic and Vocational Learning.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- Oct 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Adult Education; Cooperative Education; Educational Needs; Inservice Teacher Education; *Instructional Materials; *Integrated Curriculum; *Needs Assessment; Postsecondary Education; *Professional Development; Secondary Education; Student Experience; *Vocational Education
IDENTIFIERS- *Ohio

A project to further the integration of vocational and academic education in Ohio used focus groups and surveys to obtain information on the needs of academic and vocational teachers for curriculum to assist them in this integration. Focus groups the coming years, and what consequences they will bring to HRD. Papers contain references. (KC)

ED 403 468 CE 073 487

Orchestrating Work and Learning.
PUB DATE- 96
NOTE- 21p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Educational Needs; *Education Work Relationship; *Employer Employee Relationship; *Employment Practices; Human Capital; *Human Resources; *Labor Force Development; *Learning Strategies; On the Job Training; Organizational Development; Program Evaluation; Staff Development; Teaching Methods; Teamwork; Training Methods
IDENTIFIERS- Learning Organizations

These three papers were presented at a symposium on orchestrating work and learning in human resource development (HRD) moderated by Susan Lynham at the 1996 conference of the Academy of Human Resource Development. "Team Learning: Processes, Interventions and Assessment" (Laurel S. Jeris et al.) explores team learning processes, paying specific attention to the degree of learning facilitator assistance needed for teams to engage in double-loop learning and the degree to which teams were able to identify their own needs for such assistance. "The Chief Learning Officer: A Case Study at Millbrook Distribution Services" (Verna J. Willis, Gary L. May) reports the experience of one chief learning officer (CLO) at a corporation seeking to become a learning organization, describing how and why his position changed and why the title CLO signals a change in corporate thinking about human resource development. "Integrating Work and Learning" (Gene L. Roth, Edward Raspiller) explains how integration of work and learning was identified as the "common ground" between union leadership and the management team of a manufacturing plant. This case study highlights aspects of a federally funded workplace literacy project that featured learning-to-learn and team learning strategies for workers. Papers contain references. (KC)

ED 403 469 CE 073 488

HRD Models in Europe.
PUB DATE- 96
NOTE- 18p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Change Agents; Educational Needs; Education Work Relationship; Employer Employee Relationship; *Employment Practices; Foreign Countries; Human Capital; *Human Resources; *Labor Force Development; Learning Strategies; On the Job Training; Organizational Development; Staff Development; *Teacher Role; Teaching Methods; Trainers; Training Methods
IDENTIFIERS- *Finland; *Germany

Training; Instructional Development; Instructional Systems; *Labor Force Development; Models; *On the Job Training; Organizational Development; Performance Technology; Program Development; Program Implementation; Systems Approach
IDENTIFIERS- *Informal Learning; *Structured Learning

This document contains four papers presented at a sympoisum on structured and unstructured learning moderated by Catherine Sleezer at the 1996 conference of the Academy of Human Resource Development (AHRD). "Designing Experiential Learning into Organizational Work Life: Proposing a Framework for Theory and Research" (Cheri Maben-Crouch) proposes a framework for experiential learning that is based on the following principles: focus on real-world problems or authentic situations; reflection on experiences; social interaction as part of the learning process; and balance of control between designer and learner. "A Case Study of the Development and Implementation of a Structured On-the-Job (SOJT) Training Program in the Coil Processing Industry" (Janice A. Black; Frank J. Zenner, Jr.; Ernest Ezell) discusses the importance of management support and trainer selection to the success of an SOJT program for assembly operators at a midwestern company. "Structured On-the-Job Training: Pre-design Analysis Activities" (Marcel R. van der Klink) emphasizes the importance of task analysis and identification of learners' prerequisite skills in the training design process. "A Case Study of Informal Learning in the Workplace" (Margaret C. Lohman, Pei-ru Wang; Nicholas H. Woolf) explores and describes the nature of informal learning through an analysis of the work behaviors of four front-line employees. All papers contain references. (MN)

ED 403 487 CE 073 506

Leadership and Management Development.
PUB DATE- 96
NOTE- 28p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Blacks; Communications; *Corporate Education; Curriculum Development; Employed Women; *Labor Force Development; *Leadership Training; *Management Development; *Mentors; Performance Technology; Technological Advancement; Training Methods; Womens Education
IDENTIFIERS- African Americans

This document contains four papers presented at a symposium on leadership and management development moderated by Mark Porter at the 1996 conference of the Academy of Human Resource Development (AHRD). "Expanding Formative Experiences: A Critical Dimension of Leadership Deportment" (Gary D. Geroy, Jackie L. Jankovich) advocates focusing leadership development interventions on evolving new common sense behaviors for both men and women. Susan R. Meyer's paper "Mentoring and Reflection: Enhancing Managerial Skills" reports the findings of structured telephone interviews of two groups of mentors and proteges who were involved in an 18-month mentoring program enhance professional growth in the context of a management development program. "A Case Study of African-American Women's Corporate Leadership Experiences: Contextual Implications for Human Resource Development" (Valeria J. Stokes) reports an ethnographic case study establishing that African-American

Metcalf, Linda
Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
PUB DATE- 95
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; Behavior Problems; *Counseling Techniques; Elementary Secondary Education; *School Counseling; School Guidance; *Student Adjustment; Student Attitudes; *Student Development; *Teacher Guidance; *Teacher Student Relationship
IDENTIFIERS- *Solution Focused Brief Therapy

The intended audience for this handbook is teachers, administrators and school counselors who would like to approach school populations with a more positive, solution-focused approach. The ideas developed are based on the principles of solution-focused brief therapy (SFBT) and other competency-based models that address solutions rather than problems. Chapter 1 describes the major guidelines and philosophies of SFBT and adapts them to a school setting. Chapter 2 utilizes the power of language in making problems more solvable. Chapter 3 describes the basic process of helping students, teachers, and parents identify "exceptions" to the problems which intrude in their lives. The fourth chapter outlines an actual school program resulting from an application of SFBT to the school setting. Next, ideas and suggestions for recognizing and developing small group dynamics within the school setting are presented. Chapter 6 offers suggestions for dealing with students in difficult situations such as loss and death, divorce, suicidal ideation, depression, violence in school situations, physical abuse and sexual abuse. The seventh chapter gives suggestions for classroom guidance of children and adolescents. Chapter 8 helps those administrators and teachers within the school setting to set the stage for competence, beginning with discipline. Finally, chapter 9 seeks to offer ways of empowering the population of school staff members. An appendix contains cartoons, quotations, and ideas suitable for classroom bulletin boards, certificates for success, and note-writing examples for teachers, students, and parents. Contains 26 references. (TS)

ED 403 506 CG 027 425

Smaby, Marlow H.; Downing, Jerry
Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
SPONS. AGENCY- Nevada Univ., Reno. Coll. of Education.
PUB DATE- Jun 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; Counselor Educators; *Counselor Training; *Group Counseling; Group Dynamics; Group Guidance; *Group Therapy; Higher Education; Models; Practicum Supervision; Teaching Models; Training Methods

The demand for group counseling is increasing in all sectors of society. This introductory-level text advances group work training and practice by offering examples of exemplary training models and curricula that are in compliance with recognized standards. It defines group work in comprehensive terms, reflecting the image of a "group work rainbow." The book is intended for counselor education faculty who are directly responsible for creating, teaching, and supervising the group work curriculum. It also should help counseling faculty who have an interest in group work. It is intended to offer practical information about group work training and is divided into three sections. Section 1 defines group work from a comprehensive perspective. Section 2, the main part of the text, describes in detail numerous training approaches. The chapters here are organized around core competencies that all counselors need to possess: group counseling, task and psychoeducation group work, and group psychotherapy. In section 3, the application of issues is addressed and a number of design principles for developing training experiences in comprehensive group work are presented. Five appendices contain information on professional standards, survey materials, and selected references. Contains an index and 163 references. (RJM)

ED 403 525   CG 027 533

Hood, Albert B.; Johnson, Richard W.
Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
PUB DATE- 97
NOTE- 424p.; For the first edition, see ED 329 818.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling; Counselors; Developmental Psychology; *Evaluation Methods; Evaluation Utilization; Needs Assessment; Personality Measures; *Psychological Testing; Screening Tests; *Test Interpretation; *Test Reliability; Test Validity
IDENTIFIERS- *Psychological Assessment

Assessment has always played an important role in counseling. This book provides information about the various psychological assessment procedures that are relevant for practicing counselors. The text deals with the use of tests that are most often employed by counselors and it includes case studies. Its purpose is to help counselors become better consumers and interpreters of psychological and educational tests and assessment procedures. It emphasizes the selection, interpretation, and communication of psychological test results and also details the importance of integrating test results with other information about the client. It is not designed to be a text book or desk manual on the various tests themselves. The first four chapters introduce the reader to basic concepts in psychological assessment and to the statistical knowledge needed to select and interpret tests. Chapters 5 through 15 constitute the bulk of the book. Here, over 100 tests and other

Laster, Barbara P.
Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.
PUB DATE- 21 Feb 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Philosophy; *Educational Research; Elementary Secondary Education; Higher Education; *Personal Narratives; Reading Teachers; *Research Methodology; *Scholarship
IDENTIFIERS- *Researcher Role; Research Styles; *Teacher Researchers

For one educator, her career as a researcher probably began when she was 7 and arranged her own "library" on the back wall of the family laundry room. During the summer between her junior and senior years of college, she worked at a state institution for the mentally retarded and found herself questioning why the "clients" were locked up there. Her life became a round of observation and data collecting--the study became a senior thesis, but without much guidance in research methods from her advisor. Early-in-their-career scholars can really use some guidance in a variety of analytic methods, even if their primary discipline embraces one particular research tradition. When the educator was a middle school reading teacher, she studied the development of one struggling student, and she was asked to present her findings for an audience--this put her in a teacher-researcher strand rather than in the more general strands related to research on instruction or literacy. Where is the line between teacher-research and the more "reputable" educational research? One difference is that a teacher in higher education must go through a review of research design before a faculty committee approves a project. A classroom teacher can make spontaneous judgments about assessment and instruction and record what happens. A traditional paradigm sees research as carefully planned, not evolving, and striving for objectivity. The new paradigm of "interpretive research" is still being defined in the field of education. (NKA)

ED 403 545 CS 012 695

Weber, David
19 Word List and Reading Exercises and Guide for Materials.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Class Activities; *Functional Reading; Reading Comprehension; Reading Skills; Short Stories; Teaching Methods; Tutoring; Writing Exercises; Writing Skills
IDENTIFIERS- *Words

This paper presents a series of reading and writing activities centered around a 19-item word list suitable for use in tutoring adults. The activities in the paper involve short

Content analysis of writing samples identified categories students perceived as influencing their writing confidence. Finally, interviews were conducted among five high- and five low-apprehensive writers to compare writing self-efficacy beliefs and previous experiences of the two groups. Results indicated clear differences in prior writing experiences between these two groups. Findings revealed support for social cognitive theory which suggests a relationship between self-efficacy and performance. It is suggested that teachers combat students' negative self-efficacy beliefs about writing by demonstrating through words and actions the belief that students are capable of being successful writers. For example, teachers should set attainable goals and allow experimentation without evaluation. Teachers should try to create an instructional classroom climate in which students' development as writers can occur. (Contains 1 table of data and 27 references.) (Author/CR)

ED 403 564   CS 215 639

Horning, Alice S.
Reflection and Revision: Intimacy in College Writing.
PUB DATE- Jan 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Freshman Composition; Higher Education; Instructional Improvement; Intimacy; Learning Strategies; Portfolio Assessment; Portfolios (Background Materials); *Student Writing Models; *Writing Assignments; *Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS- *Process Approach (Writing); *Reflective Writing

Using reflective writing throughout the composition course yields better reflective writing for composition portfolios. As writing courses make increasing use of portfolios for individual and program assessment, reflective writing will become more and more important. Brief reflective statements of as little as one paragraph, even when done as a last-minute component of a writing task, help students to think about what they have done and how they have done it. Reflective writing seems to have the greatest impact in a first-term course in college writing. In one such course, students write 10 papers, varied in rhetorical mode, with the goals of improving their fluency and self-confidence as writers. They write using 30 prompts, such as "A big problem I had in writing...." Reflective process statements of one-half to one full page are required for each paper, analyzing some aspect of the process used in working on the paper--illustrations from student writing show how they respond. The use of reflective statements yields a number of positive results. First, reflective statements shed important light on the form and content of students' written work. Second, they help students become aware of their preferred approaches to writing, and enable them to take risks to try new and more productive strategies on a particular task. Third, when revising, students may examine their reflections on their earlier process of writing and consider alternative processes or approaches. Fourth, reflective writing produces an intimacy between students and teachers that enables teachers to respond to and to encourage students' growth in writing skill. Lastly, the reflective statements give teachers insights into students' thinking and study of language and literature as grounded in human cognition. Turner pursues his project by means of illustrative cases. Turner suggests other levels beyond "local" investigations of words and imagery at which knowledge of the structure and system in everyday cognition can and should inform more strictly literary inquiries. At another level, Turner suggests that the study of genre should be rethought. Turner also sketches an analysis of tense (in English) as an example of how grammatical constructions can be explicated in this framework. These ideas can provide the sort of center for the language arts that is currently missing. (Contains 21 references.) (RS)

ED 403 584 CS 215 708

McGill-Franzen, Anne; And Others
Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Research; Comparative Analysis; *Educational Resources; *Instructional Materials; *Low Income; Naturalistic Observation; *Preschool Education; Private Schools; Reading Research; *Socioeconomic Influences; Urban Education
IDENTIFIERS- *Literacy as a Social Process

A study describes literacy development in 5 urban preschools. Classroom observations, transcripts of classroom interactions and participant interviews, and curricula materials and related documents constitute data sources for the evidentiary base. Naturalistic inquiry and case study contrasts indicated patterns of variation in the resources available to the children from low-income families who attended private-not-for-profit preschools with religious or institutional affiliations and those who attended publicly funded preschools. In publicly funded preschools children had less access to print knowledge and to culturally relevant literature. Many poor children are socialized to practice a different literacy, one that offers limited experiences with books and is less connected to personal and community identity. Findings challenge assumptions underpinning publicly funded early childhood programs, namely that such programs provide a more equitable foundation for literacy and schooling for children of low-income families. (Contains 26 references, 7 notes, 4 figures of data, and 44 children's book references.) (RS)

ED 403 585 CS 215 709

Swan, Karen; Meskill, Carla
Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Creative Activities;

DESCRIPTORS- Administrator Responsibility; *Administrator Role; *College Administration; Cooperative Planning; *Department Heads; Higher Education; *Persuasive Discourse; *Program Administration; *Small Colleges; Speech Communication
IDENTIFIERS- *Debate Coaches; Dual Tasks

Department chairmanship responsibilities are becoming heavier i the face of the demands associated with issues that challenge academic communities at the close of the 20th century. A director of forensics is occupied with decisions about the forensics program's philosophy, to provide understanding and impetus for team and individual goals, and its specific dimensions. A director must be, often simultaneously, coach, administrator, counselor, scholar, and teacher. With a review of roles and duties that accompany the positions of department chair and forensics director, an important question must focus on possible advantages and disadvantages of combining the responsibilities in the small college setting. Benefits of combining the two positions include the integration of speech activity within the department, recruiting potential, calendar coordination, educational scrutiny of forensics, and joint visibility through cooperative educational service. Some disadvantages are possible competition for attention, potential for inordinate emphasis of forensics, and a possible interpretation of chair favoritism for special interests. Survival with the dual directorship includes strategies such as colleague cooperation, delegation of responsibilities, organization, and guarding against isolation. (Contains 12 references.) (CR)

ED 403 606 CS 509 400

Hufman, Melody
Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Education; Assignments; Business Administration Education; *Business Communication; *Class Activities; *Communication Skills; Higher Education; *Professional Training
IDENTIFIERS- *Communication Strategies; *Managerial Communication

Noting that every business person needs good communication skills, whether managers and employees, superordinates and subordinates, this paper outlines an exercise to teach students to set objectives, develop criteria, analyze perspectives, and implement successful communication strategies. The total time for the exercise is 2 hours and the number of participants suggested is 6-20. The paper describes organizing different size classes, with students being assigned the role of manager, chef, or waiter. It offers a description of the situation and setting for the exercise, including scenarios for each role, and outlines rounds 1-6, each with assigned time limits, steps to follow, and forms to use. The paper also provides a communications effectiveness scoring sheet. The purpose of the exercise is to teach participants to learn to develop strategies to solve conflicts rather than sabotage the efforts of other workers. (CR) contain ideas for debate topics and a listing of national debate competitions. Also attached is a glossary of debate terms. (NKA)

ED 403 627 CS 509 426

Ullom, Shirley
Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
PUB DATE- 94
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Acting; *Adolescents; Characterization; Class Activities; *Dialogs (Literary); *Drama; *Monologs; Secondary Education; *Skits
IDENTIFIERS- *Drama in Education

This collection of 60 short dramatic pieces for teenagers to perform can be used in the classroom, in variety shows, in drama competitions, and as discussion starters. The pieces in the collection reflect the interests of teenagers and are designed to explore their actions, problems, attitudes, lifestyles, and humor. The collection is divided by sections into monologs, dialogs, and skits. Each piece in the collection is designated to be performed by "male," "female," or "optional," as to characterization. (NKA)

ED 403 628 EA 025 797

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
PUB DATE- 94
NOTE- 43p.; For the final report, see EA 025 798.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; Educational Trends; *Futures (of Society); High Schools; Program Evaluation; Public Schools; *State Government; *State Programs; *Strategic Planning; Student Needs
IDENTIFIERS- *California

This plan summarizes the recommendations of a special Advisory Committee on Educational Options charged with developing a strategic plan for educational options within California. The committee was appointed in Spring 1990 by State Superintendent of Public Instruction, Bill Honig, with the goal of assessing the future needs for educational options, reviewing existing options, and proposing a long-term education plan. There are six chapters. Chapter 1 outlines the plan for a sustained effort to transform California's secondary schools into a system of educational options that encourages maximum achievement and holds students and programs responsible for core educational standards. Chapter 2 summarizes the need for educational options by examining societal and student needs, including preparing for the information age, combating the skill gap, responding to ethnic and cultural diversity, engaging students, and promoting lifelong learning. Chapter 3 reviews the performance of existing programs inside and outside

6 high schools in the region. Both students and faculty expressed satisfaction with the block schedule and said that school climate had improved somewhat. Female teachers and female students spent more time than male teachers and male students in preparing for classes. Thirty percent of the total sample reported that grades had improved, and 40 percent reported an increase in paperwork. The new schedule appeared to have no significant effect on attendance. Teachers generally agreed that they would need to revise their teaching methods. Both groups indicated that block scheduling provides students with the opportunity for in-depth study of subject matter. However, this might be possibly at the expense of covering more material. Five tables and a copy of the questionnaire are included. (Contains 26 references.) (LMI)

ED 403 648 EA 028 194

Oliver, Brad E.
Establishing Curriculums through Effective Public Relations.
PUB DATE- Oct 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Public Opinion; *Public Relations; Public Schools; *School Community Relationship; Textbook Evaluation; *Textbook Selection

Developing a curriculum is a task that is often discounted in many school corporations during the course of selecting new textbooks. Most school corporations simply adopt a publisher's text and design a curriculum around it. This paper describes some fundamental elements of an effective public-relations program and ways in which the elements can positively affect curriculum decisions. The paper discusses how internal publics (administrators, teachers, and support staff) and external publics (parents, taxpayers, civic leaders, and business leaders) can be used to design a curriculum that reflects student and community interests, to offer specific measurable learning outcomes, and to provide specific instructional strategies to meet these outcomes. Finally, the paper highlights elements of two Indiana elementary schools' successful public-relations programs to illustrate the roles that internal and external publics play in the curriculum process. Public-relations tactics for dealing with special-interest groups are also discussed. One table is included. (Contains 10 references.) (LMI)

ED 403 649 EA 028 196

Elazar, Daniel J.
Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
PUB DATE- 95
NOTE- 31p.; A joint project of the Jerusalem Center for Public Affairs and the Foundations of the Milken Families.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Education; Cultural Interrelationships;

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Career Development; Leadership Training; *Organizational Development; *Organizational Effectiveness; *Professional Development; Promotion (Occupational)

The term "derailment" refers to situations in which individuals fall short of their career goals or groups fail to meet their organizational objectives. This book sets forth strategies to prevent derailment, both at the individual and organizational level. Following the prologue in the form of a cautionary tale, chapter 1 provides self-assessment checklists for vice principals, principals, and superintendents. Chapter 2 offers examples of derailment situations drawn from a survey of 250 school leaders across the United States and from the journal entries of 150 current and aspiring superintendents. Anti-derailment recommendations are offered in chapter 3. The fourth chapter describes the important role of staff development in helping educational leaders avoid and deal productively with derailment. The fifth chapter focuses on the principal's role in shared decision making and teacher-leader development. One table is included. The appendix contains resources and case studies on organizational communication. (Contains 44 references.) (LMI)

ED 403 668 EA 028 219

Warner, Carolyn; Curry, Marilyn
Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
PUB DATE- Feb 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Outreach Programs; *Parent Participation; *Parent School Relationship; *Partnerships in Education; *School Community Programs; *School Community Relationship; Self Evaluation (Groups)

Schools must systematically involve families, the community, and the private sector in education. This book provides practical, tactical, and strategic assistance to educational leaders who want to involve their constituencies in the education process. The book presents the successful techniques used by practicing administrators, including state Principals of the Year and principals of Blue Ribbon Schools, for involving constituencies in their schools. Chapter 1 provides background information on home and community involvement with the schools and describes the attitudes of educators and parents toward it. Chapter 2 examines changing social demographics and offers strategies for involving different types of families. Suggestions for keeping parents and families involved are offered in the third chapter. The fourth chapter presents ideas from some nationally recognized schools for improving parents' at-home and in-school engagement. Ways to communicate effectively with various stakeholders are described in chapter 5. Chapters 6 and 7 discuss components of community-involvement programs and school-business partnerships that work. Strategies for dealing with difficult parents are offered in chapter 8. Each chapter contains evaluation worksheets and notes. (LMI) reproducible forms and handouts, and forms for the 6-week follow up. Also attached is an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

ED 403 686   EC 302 324

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 92
NOTE- 103p.; For related documents, see EC 302 310-325.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; Child Caregivers; *Child Development; Child Rearing; *Cocaine; Congenital Impairments; Day Care; *Drug Abuse; Drug Addiction; Early Identification; Etiology; Infant Behavior; Infants; Inservice Education; Intervention; Labeling (of Persons); *Prenatal Drug Exposure; Prenatal Influences; Preschool Education; *Special Health Problems; Substance Abuse; *Symptoms (Individual Disorders); Toddlers
IDENTIFIERS- Model of Interdisciplinary Training Child Handicap

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); offers a user's guide to the series; and provides specific information for presenting Module 13, which focuses on interventions for children at risk due to substance exposure. After the introduction to the MITCH program as a whole, the user's guide provides information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of cocaine, effects of coaine on prenatal development, effects of cocaine on the mother, possible effects of cocaine on child development, identification of infant states of behavior, what is known (and not known) about the carryover effects of cocaine, the role of the caregiver, promoting a healthy environment, and the importance of not labeling a child as a "cocaine baby." For each hour of training, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms and handouts, and forms for the 6-week follow up. (DB)

ED 403 687   EC 302 325

Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PUB DATE- 90
NOTE- 28p.; For related documents, see EC 302 310-324.
LANGUAGE- English

the family-centered individualized family service plan (IFSP) process, IFSP implementation and service coordination, interagency collaboration, and building successful early intervention teams. The report describes project goals and objectives, its theoretical approach, the trans/team model, problems encountered, evaluation activities and results, project impact and accomplishments, and planned future activities. Appendices provide documentation of project activities and changes made in service delivery practices as well as samples of evaluation instruments. (Contains 12 references.) (DB)

ED 403 705 EC 305 270

Hemphill, Rae
Secondary School Transition: Planning for Success.
PUB DATE- Nov 96
NOTE- 7p.; Paper presented at the Annual Conference of Children and Adults with Attention Deficit Disorders (8th, Chicago, IL, November 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Elementary Secondary Education; Homework; Individual Differences; Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Scheduling; Self Management; *Student Adjustment; *Transitional Programs

Parents of adolescents with attention deficit disorders are offered suggestions for easing the transition of their teen from elementary to secondary school. Careful scheduling of classes with the guidance counselor to "fit" the individual teen's needs is urged. The importance of ongoing communication with the school concerning class progress, medication effectiveness, and compliance with legal requirements is stressed. As homework is an area in which many issues and concerns arise, specific suggestions are given for helping the teen in: recording assignments and getting the materials home, planning homework time, consistently doing the homework, turning in completed assignments on time, and planning and completing long term projects. Suggestions are also given for helping the teen organize his/her notebook, implementing individualized classroom interventions, and communicating with the teen. (DB)

ED 403 706 EC 305 271

Beam, Gail Chasey; Ford, Valerie L.
Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 30 Sep 96
NOTE- 98p.; For the 1993 project final report, see ED 368 133.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

parents' information needs, present and future concerns for their child, preferred future housing options for the child, and preferred future work for the child are detailed. Findings indicate that the majority of parents are generally satisfied with their child's special school placement. A priority for their child's learning is the acquisition of communication skills, with social, motor, and leisure skills also being important. The achievement of academic skills ranks less highly, and there was less satisfaction with the teaching of academic skills than with other skills. The paper concludes that some parents appear to prefer special schooling for their children, from a perceived lack of resources or expertise to be found in regular schools. (DB)

ED 403 723 EC 305 299

Dev, Poonam C.
Intrinsic Motivation and the Student with Learning Disabilities.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Evaluation Methods; Generalization; *Intervention; *Learning Disabilities; Locus of Control; Self Esteem; Self Evaluation (Individuals); *Self Motivation; *Student Motivation

This paper reviews the research literature on the intervention methods practiced to enhance, and the measures used to assess, academic intrinsic motivation in the school-age population with learning disabilities (LD). According to the research surveyed, retention and generalization improve when learning is intrinsically rather than extrinsically motivated; intrinsic motivation is strongly associated with academic achievement in students with LD; and motivational orientation has certain causation factors, such as perceived locus of control, level of self-esteem, and expectation of success. The literature review also found that training students with LD to attribute performance outcomes to their own efforts rather than to external factors, like luck, can make a significant difference to their level of academic intrinsic motivation. Since students with LD usually do not attribute their successes and failures to their own ability and effort, the paper concludes there is a need to incorporate motivational theories into intervention programs and to train students to attribute performance outcomes to their own efforts. Reliable assessment procedures are required to measure these effects. (Contains 59 references.) (DB)

ED 403 724 EC 305 300

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
PUB DATE- Oct 96
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Data Collection; *Disabilities; *Dropout Rate; Elementary Secondary Education; *Gifted; *Graduation; Needs Assessment; School Demography; School Districts; State Surveys; Student Attrition; *Student Characteristics; Tables (Data); *Withdrawal (Education)
IDENTIFIERS- *Florida

North Carolina's instructional time requirements are also noted. The second section discusses advantages and disadvantages of block scheduling to both teachers and students, and looks at special issues in foreign language teaching. Section three addresses concerns in articulation and scheduling, including retention, course sequencing, class size, combination classes, advanced placement courses, graduation requirements, differences in language and literature courses, course content, time allowances, academic pacing, absences and tutoring, and teacher planning time. The fourth section offers suggestions for lesson plan design, classroom methodology, and instructional strategies, including use of instructional technology. Program evaluation and assessment of student learning are addressed in the fifth section, with discussion of a variety of assessment methods. Appended materials include sample foreign language block schedules, lesson plan forms, several generic lesson plans, sample lessons and units, a list of software, forms to guide pacing and curriculum design, and sample French and Spanish curriculum guides. Contains 11 references. (MSE)

ED 403 743 FL 024 361

Murphy, Brian; Pascoe, Andrew
Using the Internet on a Business English Course.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Attitude Change; *Business Communication; Classroom Techniques; Comparative Analysis; *English (Second Language); Foreign Countries; Foreign Students; Higher Education; Information Networks; *Information Technology; *Internet; Library Collections; *Online Searching; Questionnaires; Relevance (Information Retrieval); Student Attitudes; Surveys
IDENTIFIERS- Ivory Coast; University of Brighton (England)

A study investigated the attitudes of African students of business English at a British university (University of Brighton, England) toward use of the Internet as an educational resource. Students were given an introduction to Internet use for research on individual projects, surveyed concerning their attitudes toward and initial experiences with the Internet, and surveyed again just before the end of the course. Questionnaires are included in the report. Results indicate the students generally felt their initial experiences with the Internet were positive and found an enormous amount of useful information. They were impressed at the information's quantity, quality, multiple sources, worldwide provenance, accuracy, timeliness, and relevance, and appreciated the ease and speed of access and the implied communication with others. Some frustration with slowness of response was found. The second questionnaire revealed that only a slightly higher percentage of students had found useful information, and two-thirds said they had found better information in the library. Nearly all respondents had discovered other interesting material on the Internet, and all expected to use it after they returned to their home country. All felt the Internet should be part of future courses. Based on these responses, a more structured and aggressive approach to Internet use is recommended. (MSE)

ED 403 744 FL 024 362

Grosse, Philip
Baseball/Beisbol. Spanish-English, English-Spanish. Revised.
PUB DATE- 88
NOTE- 52p.; Supersedes ED 192 547.
LANGUAGE- Spanish; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Athletics; *Baseball; English; Foreign Countries; Glossaries; *Spanish; Vocabulary
IDENTIFIERS- *Bilingual Dictionaries; *Mexico

The bilingual glossary, in both English-to-Spanish and Spanish-to English, defines words and phrases related to the game of baseball as it is reported by Spanish-language newspapers and magazines in Mexico and the United States. A list of U.S. and Mexican baseball league teams is appended. (MSE)

ED 403 763 FL 024 386

Grosse, Philip
Driving: English-Spanish. Enlarged and Revised Edition.
PUB DATE- 83
NOTE- 51p.; Filled print may not reproduce well.
LANGUAGE- Spanish; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Auto Mechanics; Driver Education; English; Glossaries; Parking Controls; Pedestrian Traffic; *Signs; *Spanish; *Traffic Circulation; *Traffic Control; *Traffic Safety; Vehicular Traffic; Vocabulary
IDENTIFIERS- Automobile Parts; Automotive Services; *Bilingual Dictionaries; *Driving; Driving Regulations

The bilingual glossary, in English-to-Spanish, defines words and phrases related to driving and traffic safety. It is intended for individuals driving in Mexico and other Spanish-speaking countries. A second section lists the vocabulary used in common road signs, and the third section lists useful phrases for communicating about car repair needs. Some illustrations of sign shapes and messages are also included. (MSE)

ED 403 764 FL 024 387

Grosse, Philip
Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
PUB DATE- 83
NOTE- 43p.
LANGUAGE- Spanish; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Auto Mechanics; English; Glossaries; Pedestrian Traffic; *Signs; *Spanish; Tourism; *Traffic Circulation; *Traffic Control; *Vehicular Traffic; Vocabulary
IDENTIFIERS- Automobile Parts; Automotive Services; *Bilingual Dictionaries; *Driving

Two English/Spanish bilingual glossaries define words and phrases found on traffic signs. The first is an extensive alphabetical checklist of sign messages, listed in English with translations in Spanish. Some basic traffic and speed limit rules are included. The second volume, in Spanish-to-English form, is a pocket version designed for American visitors driving in Spanish-speaking countries. Common phrases for communicating multicultural/multilingual issues, language proficiency levels, language learning processes, classroom strategies, and teaching resources. Section three addresses adult ESL curriculum design at five proficiency levels (preparatory, beginning, intermediate, advanced, and pre-GED). The fourth section outlines the programs special interest courses: native language literacy (Haitian Creole and Spanish); citizenship; accent reduction; conversation; English for special purposes (health care and hotel employment, health and nutrition); computer-assisted language learning; and young adult programs (out-of-school youth, transition to college, college entrance exam preparation, English language exam preparation, and vocational ESL). Substantial supplementary material is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 403 784 FL 801 134

Ferdman, Bernardo M., Ed.; And Others
Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
PUB DATE- 94
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Bilingualism; Cultural Context; *Cultural Pluralism; Culture Conflict; Educational Strategies; English (Second Language); Family Role; Foreign Countries; *Language Attitudes; Language Research; Linguistic Theory; *Literacy Education; Second Language Instruction; Second Language Learning; Social Change; *Social Integration; Sociocultural Patterns; Spanish Speaking; Teacher Student Relationship; Youth
IDENTIFIERS- *Biliteracy; Canada; Quebec

The collection of essays on literacy and culture includes: "Literacy Across Languages and Cultures" (Bernardo M. Ferdman, Rose-Marie Weber); "Practice-Engagement Theory: A Sociocultural Approach to Literacy Across Languages and Cultures" (Stephen Reder); "Literacy Acquisition Among Second-Language Learners" (Arnulfo G. Ramirez); "Continua of Biliteracy" (Nancy H. Hornberger); "Sociocultural Change Through Literacy: Toward the Empowerment of Families" (Concha Delgado-Gaitan); "'Not Joined In:' The Social Context of English Literacy Development for Hispanic Youth" (Virginia Vogel Zanger); "Literacy in the Loophole of Retreat: Harriet Jacobs's Nineteenth Century Narrative" (Barbara McCaskill); "Literacy and Social Power" (Joanne Devine); "Value and Subjectivity in Literacy Practice" (Mark Zuss); "Language and Literacy in Quebec: Exploring the Issues" (Alison d'Anglejan); and "From Coercive to Collaborative Relations of Power in the Teaching of Literacy" (Jim Cummins). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 403 785 HE 029 766

McDonough, Patricia M.; And Others
College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Implementation; Program Improvement; Proprietary Schools; State Programs; *Vocational Education; Vocational Followup
IDENTIFIERS- *California; California State Postsecondary Education Comm

For nearly 20 years, the California Postsecondary Education Commission has been actively involved in the development of a strong and vigorous private postsecondary and vocational education presence in California. The private postsecondary sector serves some 412,000 students seeking an education beyond high school. Following a period in the early and mid 1980's, during which California earned a reputation as a haven for so-called "diploma mills", the Commission sponsored the Private Postsecondary and Vocational Reform Act of 1989. This law established the Council for Private Postsecondary and Vocational Education as the single State agency responsible for reviewing and approving private postsecondary institutions in California. A "sunset" review and evaluation of the Council was also required. This report contains the recommendations of that review. Among the most important findings were that the Commission concluded that the Act should be extended indefinitely beyond its original 1998 repeal date. This report also gives an overview of the original Act, reviews and evaluates its effectiveness, provides specific recommendations for future action relating to inter-agency cooperation, and continued oversight of for-profit institutions to assure quality and prevent fraud, and suggests revisions in the Act. (JLS)

ED 403 804 HE 029 849

Closing the Door...Needed Facilities for California's Colleges and Universities.
PUB DATE- Oct 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Capital Outlay (for Fixed Assets); Community Colleges; *Educational Demand; Educational Facilities; Enrollment Projections; *Facility Improvement; Facility Requirements; *Financial Exigency; Higher Education; Long Range Planning; Public Colleges; Retrenchment; State Universities; Statewide Planning
IDENTIFIERS- *California

This statement addresses a critical problem facing California higher education. In the next 10 years, California faces a demand for educational services for between 400,000 and 500,000 new students at the California Community Colleges, the California State University, and the University of California. Most of this surge, which has become known as "Tidal Wave II", will occur after the turn of the century, but if the institutions are to be ready, it is essential that construction is begun now to expand existing campuses, renovate old buildings, build new campuses and off-campus centers, invest in new infrastructure, minimize costs, increase productivity, and purchase new equipment that will give the next generation of students the technological skills that they will need to compete in a radically new kind of economy. California higher education needs billions of new dollars for both current operations and capital outlay. The existing 137 campuses will need about $500 to 600 million annually to renovate and maintain buildings and infrastructure. To grow will require another $400 million per year for 10 years and the total amount needed is $1 billion annually. It has not been determined how help alleviate the problems of liberal arts graduates are discussed. (Contains 63 references.) (MDM)

ED 403 825 HE 029 870

Sigmon, Robert L.; And Others
Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Liberal Arts; *Private Colleges; Program Descriptions; Program Design; Program Development; Program Evaluation; Public Service; *Scholarship; *School Community Relationship; *Service Learning; Student Attitudes
IDENTIFIERS- *Council of Independent Colleges; Faculty Attitudes

This collection of 17 papers focuses on the important role of service-learning in the education of students at liberal arts colleges, drawing on the activities of the Learning and Service Alliance sponsored by the Council of Independent Colleges (CIC). They include: (1) "An Introduction to Service-Learning" (Robert L. Sigmon); (2) "The Problem of Definitions in Service-Learning" (Robert L. Sigmon; (3) "Design Considerations" (Robert L. Sigmon); (4) "The Reflective Arts" (Robert L. Sigmon); (5) "Among True Partners" (Judy Harvey); (6) "Voices from the Citizens in the Community" (Damita J. Dandridge and Barbara S. Frankle); (7) "The Community and Service-Learning" (Thomas Plaut and others); (8) "The Voice of Students in Service-Learning" (Ralph Corrigan); (9) "Faculty on Service-Learning" (John Reiff and others); (10) "Linking Service and Scholarship" (John W. Eby); (11) "Connecting Head, Heart, and Hands" (Richard Slimbach); (12) "Philosophy 115: Ethical Practice" (Yoram Lubling); (13) "Service-Learning and Career Development" (Matthew R. Berndt); (14) "Evaluating a New Service-Learning Program" (Grace Ann Witte and others); (15) "Suggestions from Practitioners"; (16) "College/Workplace Service-Learning Connections" (Robert L. Sigmon); and (17) "Continuing the Journey to Service-Learning: A Fable" (Robert L. Sigmon). Three appendixes provide a service-learning timeline, a summary of CIC's service-learning initiative, and selected service-learning resources. (MDM)

ED 403 826 HE 029 871

Mukenge, Ida Rousseau
Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
PUB DATE- Nov 96
NOTE- 27p.; For a related document, see ED 376 775.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Black Colleges; College Administration; College Faculty; College Role; *Exchange Programs; Higher Education; *Institutional Cooperation; Institutional Role; Interschool Communication; *Partnerships in Education; *Private Colleges; Program Development; Program Evaluation
IDENTIFIERS- *Council of Independent Colleges; United Negro College Fund

Discusses the rationale, experiences, and outcomes of the

This report provides statistical data on trends in tuition and other basic student charges at the 66 State University of New York (SUNY) community colleges, colleges, and universities between 1963-64 and 1996-97. The first section of the report provides tables summarizing tuition and other charges (such as room, board, and fees) by program level and residency status from 1963-64 to the present. The second section of the report provides data on tuition and fees for undergraduate and graduate students at individual institutions and by institutional type, as well as for the system as a whole from 1982-83 to the present. It also reports trends in the distribution of allowances for variable student costs (room, board, transportation, books, personal expenses) for three cohorts of students at individual institutions and institutional types, as well as system-wide data. Trends in total undergraduate costs and allowances within student budgets by residency and living arrangement at individual institutions and institutional types are reported. The third section contains a list of related publications. (JLS)

ED 403 845 HE 029 890

Bahn, Changhwan; And Others
Correlates of College Students' Attitudes toward Grades.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *College Students; *Grades (Scholastic); Higher Education; Psychometrics; *Rating Scales; *Student Attitudes; Student Evaluation; Surveys; Teacher Expectations of Students; Teacher Influence; Teacher Student Relationship; *Test Construction; Test Validity

This study describes the development of the Attitude Toward Grades (ATG) survey instrument, a brief internally consistent measure of college student attitude toward grades and reports on selected behavioral correlates of that attitude. An initial item pool of approximately 50 attitude statements was created and the Thurstone equal appearing interval technique (L. L. Thurstone and E. J. Chave, 1929) was applied using 48 judges to establish scalability. A nine-point scale was used to classify the statements on a continuum from unfavorable to favorable. Preliminary studies using the ATG were conducted to assess internal consistency, effect of social desirability, validity against semantic differential, and readability. Internal consistency was found to be .92. The ATG scores correlated .12 with social desirability suggesting lack of influence of that response set on the scores. A ten-item seven-point bipolar adjective pair semantic differential scale was used with the stimulus concept of "grade" and correlated .91 with the ATG. The median item correlation was .70 and the Flesch-Kincaid readability index grade equivalent value was 7.2. No significant differences were found between males and females or undergraduate and graduate students. Validity was determined via a convenience sample of 53 students and showed statistically significant relationships with the ATG. Attitude toward grades was also found to be positively correlated with student time spent preparing for class and self-reported grade average. (JLS)

ED 403 846 HE 029 891

Shelley-Sireci, Lynn M.; Leary, Tammy A.

a total of 35 references. (YLB)

ED 403 393 CE 073 196

Stevens, Paul
Separation & Outplacement: Managing Both Effectively.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Career Counseling; Dislocated Workers; Dismissal (Personnel); Employment Practices; Foreign Countries; *Outplacement Services (Employment); Personnel Management; Personnel Policy; Reduction in Force
IDENTIFIERS- Australia

This guide provides information on providing outplacement services for terminated employees and advice on how to terminate employees. It includes a definition of outplacement, criteria for selecting outplacement providers, and guidelines for monitoring the delivery of outplacement services. The Stevens Model of Career Development and the services provided by the Worklife Network are used as examples. A chart for the separation process is provided, along with suggestions for the role of human resources staff in the termination and outplacement process. A bibliography lists 10 suggested resources. (KC)

ED 403 394 CE 073 209

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
PUB DATE- Oct 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational Improvement; *Educational Needs; *Educational Planning; *Educational Technology; Educational Trends; Futures (of Society); Higher Education; Program Development; Statewide Planning; *Technological Advancement
IDENTIFIERS- *University of Florida

The Institute of Food and Agricultural Sciences (IFAS) at the University of Florida formed a task force in mid-1995 to develop a comprehensive plan for using distance education in the next century. A questionnaire was sent to department chairs and research center directors at the university (59 responses) requesting information on how they would use distance education in administration, extension, research, and teaching. The respondents selected full-credit courses and extension workshops as the most likely uses for distance education. They also suggested that they would need assistance in using technology. The task force recommended focus on the following areas: (1) forming a distance education committee; (2) prioritizing a course and program offerings; (3) developing a support structure; (4) designing methods for faculty incentives to develop distance education programming; (5) developing distance learning materials; (6) maintaining and developing technological and personnel infrastructure; (7) developing a training program; (8) establishing a marketing plan; and (9)

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electric Batteries; Electric Circuits; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; *Power Line Technicians

This module is the third in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The five units in this module are as follows: (1) poles, (2) conductors, (3) grounding and connecting, (4) generators and batteries, and (5) work procedures (nonenergized). Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 413   CE 073 250

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 124p.; For related modules, see CE 073 247-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; *Power Line Technicians

This module is the fourth in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance

*Counseling Techniques; Cultural Pluralism; Family Work Relationship; Females; Global Approach; *Holistic Approach; Life Events; Males; Models; Organizational Change; Sex Differences
IDENTIFIERS- *Integrative Processes; *Life Planning; Spirituality

This book presents an integrative life planning (ILP) model for career professionals/counselors to use in helping their clients develop career and life pathways responsive to their own economic, family, spiritual, and cultural needs and also to community needs. Discussed in chapters 1-2, which introduce the ILP model as a new way of thinking about career development and trace its interdisciplinary origins, are the following topics: career and adult development; gender-role theory; theories of women's development and development of the "new male"; multicultural theories/knowledge; and spirituality. Chapters 3-8 examine the six critical tasks that constitute the ILP model's framework: finding work that needs doing in changing global contexts; weaving one's life into a meaningful whole; connecting family and work; valuing pluralism and inclusivity; exploring spirituality and life purpose; and managing personal transitions and organizational change. Chapter 9 reviews the concepts underlying ILP model and the ILP critical tasks, discusses the implications of ILP for career professionals, and examines the possibility of using the ILP model to effect social change. Concluding the book is a resource section that includes descriptions of 26 activities for use in accomplishing the critical ILP tasks. Eighteen figures/tables, 361 references, and name and subject indexes are included. (MN)

ED 403 432 CE 073 299

Zargari, Ahmad
Partnership between Vocational Institutions and Welfare Programs.
PUB DATE- Dec 96
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Basic Education; Basic Skills; *Educational Needs; *Education Work Relationship; *Employment Potential; Integrated Curriculum; *Job Skills; Job Training; *Vocational Education; *Welfare Recipients
IDENTIFIERS- *Ohio (Wood County); Welfare Reform

As welfare programs have grown more costly, it has become obvious that they merely treat the symptom, poverty, instead of the problem, unemployment. Jobs increasingly require higher levels of skills and better educated workers. Since the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 has ended the federal guarantee of benefits to any eligible poor person, welfare programs need to work more closely with vocational education programs to help persons who will lose welfare benefits to gain basic and employability skills. A study in Wood County, Ohio, assessed the basic skills of enrollees in the welfare department's job training program and basic skill needs relative to the qualifications expected of high school graduates. A randomly selected sample of 39 clients took the Survey Form Level A of the Test of Adult Basic Education. Results showed that the participants' average reading grade level was 10.7, their average mathematics grade level was 7.4, and their language skills, 6.8. It was recommended that vocational-technical education programs be used to teach welfare recipients basic and job skills in an at nine secondary schools involved administrators and vocational and academic teachers. Their responses indicated the following: communication and having common planning time was important; curriculum materials were needed that provided academic applications for different trade areas; teachers would like books of lesson plans or a state curriculum for academics as they relate to different occupational areas; teachers favor externships; problems in teaching applied academics included too many preparations and no experience in the vocational areas; and barriers to integration were scheduling, class size, and attitudes toward career preparation. The high school survey was mailed to 1,242 secondary teachers, administrators, and teacher educators (47.7% responded). Findings indicated the following: high support for integration; need for common planning time; need for preservice programs; preference for integrated student projects, computer software, teacher resource guides, sample curriculum, and student workbooks; and important outcomes from teacher externships. Responses to almost identical surveys mailed to 477 adult basic and literacy education teachers (120 respondents) were highly comparable to those of the high school survey. (Eleven tables are appended.) (YLB)

ED 403 451 CE 073 366

Mayhew, Claire; Swindell, Rick
Voluntary Group Participation by Third Age Australians.
PUB DATE- Apr 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clubs; Foreign Countries; Leisure Time; Middle Aged Adults; *Older Adults; *Organizations (Groups); Participant Characteristics; *Participation; Recreation; *Recreational Activities; Recreationists; *Retirement; Voluntary Agencies
IDENTIFIERS- *Australia

A study investigated characteristics of retirees and types of voluntary groups they joined after retirement. Data were collected through face-to-face interviews and completed questionnaires of 206 Australians over age 50. Five categories of voluntary organizations were studied: intellectually challenging, sporting/exercise, social, helping others, and hobby clubs. Data indicated joining groups was influenced by gender, age cohort, level of education, past employment, health status, and familial status. Males were more likely to join sporting groups, and slightly more likely to join groups for intellectual challenge and to be of help to others. Females were more likely to join for social contact and to pursue hobbies. Increasing age led to an overall decreasing tendency to belong to groups, and membership of groups for social purposes increased with age. Those with higher levels of education were likely to join groups offering intellectual challenge and "helping others" activities; those with lower levels tended to take part in more passive activities; and hobby and craft groups attracted people from all educational backgrounds. Participants from white-collar occupational backgrounds had a higher tendency to join groups, and those who joined clubs to help others were predominantly from these backgrounds. Health status did not affect membership, except among older seniors. For older adults who lived alone, social contact may have been a major incentive to join. (Appendixes contain 24 references, 13 charts, and the instrument.) (YLB)

This document contains two papers from a symposium on human resource development (HRD) in Europe moderated by Wim Mijhof at the 1996 conference of the Academy of Human Resource Development. "HRD Roles in Germany" (Linda E. Odenthal, Wim J. Nijhof) reports on a German study based on a study of the job profiles of HRD practitioners in the United States. The study suggests an impression of new or changed HRD roles as well as a role profile for the German instructor/facilitator. "HRD Roles in Finland--Preliminary Results" (Tuija Valkeavaara) investigates the typical roles of Finnish HRD practitioners, using a survey based on American Society for Training and Development models for HRD with 461 Finnish practitioners. Survey results showed that the most important HRD roles in Finland seem to be similar to the roles in other European countries. The role of organizational change agent was selected as the most important role, reflecting the current situation in working life. Organizational work context and educational background did not seem to be associated with the role. Papers contain references. (KC)

ED 403 470 CE 073 489

High Involvement Work Teams.
PUB DATE- 96
NOTE- 26p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Decision Making; *Education Work Relationship; *Employer Employee Relationship; *Employment Practices; Foreign Countries; Human Capital; *Human Resources; *Labor Force Development; Learning Strategies; On the Job Training; Organizational Development; Staff Development; Teamwork; Training Methods
IDENTIFIERS- Learning Organizations; Netherlands

These three papers were presented at a symposium on high-involvement work teams moderated by Michael Leimbach at the 1996 conference of the Academy of Human Resource Development. "Beyond Training to the New Learning Environment: Workers on the High-Involvement Frontline" (Joseph Anthony Ilacqua, Carol Ann Zulauf) shows the link between an individual's learning capabilities and an organization's learning and adaptation in a study of workers in a new training program as a company makes the transition from training to learning and as the individuals learn to grow continuously, develop, and problem solve. "Levels of Desired, Actual, and Perceived Control of Employee Involvement in Decision Making: An Empirical Investigation" (William M. Kahnweiler, Margaret A. Thompson) uses data from 826 nonmanagers to explore the effects of age, education, and gender on the desired and actual levels of employee involvement in decision making. The study showed that age and education, but not gender, appear to be an influence. In "The Contribution of Self Managing Work Teams to a Learning Organization" (Jeanette A. B. Huisman et al.), the work processes of fitters and electricians in an energy distribution company in the Netherlands are studied, with the goal being to improve the processes and to shift responsibilities to lower levels of the organization. Papers contain references. (KC)

ED 403 471 CE 073 490

women in entry- and executive-level corporate management positions have had adverse leadership experiences attributed to their gender and ethnicity. "New Management Roles in the Communications Industry" (Kemp van Ginkel, Wim J. Nijhof, Jan N. Streumer) outlines a new flexible curriculum structure that was developed based on a study of recent changes in the communications industry, including changes in management styles in the industry. Papers contain references. (MN)

ED 403 488 CE 073 507

Diversity in the Workplace.
PUB DATE- 96
NOTE- 22p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; Career Development; *Diversity (Institutional); Educational Opportunities; Employed Women; *Equal Opportunities (Jobs); Foreign Countries; Labor Force Development; *Leadership Styles; Leadership Training; Management Development; Organizational Climate; Police; *Racial Relations; *Sex Fairness; *Work Environment
IDENTIFIERS- African Americans; Great Britain

This document contains three papers presented at a symposium on diversity in the workplace moderated by Sandra Johnson at the 1996 conference of the Academy of Human Resource Development (AHRD). "Diversity and Development: An Assessment of Equal Opportunities and the Role of HRD in the Police Service" (Rashmi Biswas, Penny Dick) examines aspects of the relationship between organizational culture and human resources management through a study of a large British police constabulary. It explores difficulties that organizations with an exclusionary culture face when trying to implement equal opportunity policies. "Leadership Development in Multiracial Organizations" (Larry G. Martin) uses a multiple-perspective case analysis approach to provide an in-depth analysis of a leader's actions to address diversity problems within a multiracial organization and to identify the extent to which that leader used a multiframe approach to leadership. "HRD Initiatives Contributing to Women's Career Progress" (Kimberly S. McDonald, Linda M. Hite) presents the findings of an exploratory study examining factors that influence women's access to management development and discusses how four major human resource development (HRD) initiatives (training, career development, mentoring, and overseas assignments) may assist women's advancement. Papers contain references. (MN)

ED 403 489 CE 073 508

University Instruction in HRD.
PUB DATE- 96
NOTE- 25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal

(055)
DESCRIPTORS- *Adolescents; *Crisis Intervention; High Risk Students; *Prevention; School Community Relationship; *School Role; Secondary Education; Secondary School Students; Social Problems; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Nevada

The purpose of this paper is twofold: it reviews current national research on adolescent suicide and successful intervention/prevention programs and it surveys the 17 Nevada school districts to determine the presence of successful suicide intervention/prevention programs in the state. Findings include the following: (1) the popular curriculum-based suicide-prevention programs used in many states have not demonstrated effectiveness and may even contain potentially deleterious components; (2) the most effective methods of suicide intervention are to have a crisis intervention plan in place and to provide suicide education for school and community; (3) the most effective methods of suicide prevention for teens include utilizing state student-at-risk survey data to estimate the extent of the problem, then using comprehensive guidance programs to promote healthy life skills; (4) education of the media by school/community teams about the social imitation effects on adolescent suicide is crucial; and (5) school personnel need to lead in organizing school/community efforts aimed at effective suicide intervention/prevention. Results show that despite limited community social-service support, most Nevada schools have developed plans, some adequate, some exemplary. Includes guidelines for identifying elements necessary to achieve a comprehensive suicide crisis intervention and prevention program in all Nevada schools. Contains 34 references. The survey instrument is appended. (LSR)

ED 403 507 CG 027 430

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 5 Oct 94
NOTE- 127p.; Serial No. J-103-74.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; Drug Abuse; Drug Addiction; *Drug Legislation; Drug Use; Hearings; *Illegal Drug Use; Legislation; Policy Analysis
IDENTIFIERS- Violent Crime Control Act 1994

Following the passage of the Violent Crime Control and Law Enforcement Act, a Senate hearing was held to examine whether the prescriptions set forth in the Act could function and how they could be implemented as part of the U.S. government's drug strategy. This transcript of the hearing contains statements (in order) by: Senators Joseph R. Biden and Orrin G. Hatch; Lee P. Brown, Office of National Drug Control Policy; a panel consisting of Robert L. Smith, Department of Public Safety, Tampa, Florida, Robert L. Allen, community activist, Tampa, Claire McCaskill, Kansas City, Missouri county prosecutor and vice president of the National Association of Drug Court Professionals, and John Ratelle, correctional facility warden in San Diego, California; and John P. Walters, Office of National Drug Control Policy. An appendix provides questions from two senators to Lee P. Brown and his responses, questions assessment measures are examined. The assessments are divided into three categories: cognitive, career and life planning, and personality. In chapters 16 through 18, professional practices and considerations are explored, including analyses of cultural bias, communication of test results, and ethical and social issues in testing. (Contains roughly 500 references and a comprehensive index.) (RJM)

ED 403 526   CG 027 534

Herlihy, Barbara; Corey, Gerald
ACA Ethical Standards Casebook. Fifth Edition.
PUB DATE- 96
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Standards; *Codes of Ethics; Confidentiality; Conflict of Interest; *Counseling; Counseling Psychology; *Counselor Role; Counselors; Ethical Instruction; *Ethics; Guidelines; Legal Responsibility; Malpractice; Moral Values
IDENTIFIERS- *American Counseling Association; *Professional Ethics

Perhaps the most basic function of a professional code of ethics is to educate members about sound ethical conduct. This casebook is designed to provide a foundation for analytic evaluation of the standards and guidance in applying ethical principles. It can be utilized in an ethics course or in a practicum or internship. The illustrative incidents clarify the intent of ethical standards and allow students a chance to discuss moral concerns. The book can also help experienced counselors. Following an introduction, the text is presented in four parts. Part 1 presents the American Counseling Association's code of ethics and standards of practice. These ethics are further explored in part 2 in which vignettes are used to illustrate such concerns as confidentiality, relationships, evaluation, teaching, research, and ethical resolutions. Part 3, through the use of 19 case studies, further explores the issues surrounding counseling ethics. The situations examined here include client rights and informed consent, ethics in multicultural counseling, confidentiality, competence, counseling minors, dual relationships, suicidal clients, counselor training, and the relationship between the law and ethics. A final section offers highlights of ethical practice. Appendices outline policies and procedures surrounding the interpretation and violation of ethics. Contains 60 references. (RJM)

ED 403 527   CG 027 535

Anderson, Barbara S.
The Counselor and the Law. Fourth Edition.
PUB DATE- 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Law; *Compliance (Legal); Counseling; *Counselor Client Relationship; Counselors; *Court Litigation;

stories, writing exercises, and take-home exercises. Included with the activities is a guide that presents, in addition to the word list and the exercises, instructions for tutors in implementing the activities and comments about the activities. (RS)

ED 403 546 CS 012 696

Risner, Gregory P.; Nicholson, Janice I.
The New Basal Readers: What Levels of Comprehension Do They Promote?
PUB DATE- Nov 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Content Analysis; *Grade 3; Primary Education; Questioning Techniques; *Reading Comprehension; Reading Materials; Reading Research
IDENTIFIERS- McGraw Hill Reading Series; Scott Foresman Basal Series

A study determined the levels of comprehension generated by questions accompanying the stories in new basal readers. A sample of 200 questions, 100 randomly selected from each of the 2 most widely used third-grade series (the Scott Foresman series "Celebrate Reading" and the McGraw-Hill series "A New View"), were analyzed for the number of literal and above literal-level questions. Both basal series were published in 1995. Results indicated that 71% of the questions dealt with inferential comprehension while only 12% fell into the literal category. Results were similar when questions from each series were analyzed separately. Findings suggest that previous trends of a preponderance of literal-level questions has been reversed--students answering questions that accompany the stories in the new basals engage in higher levels of comprehension rather than mere memorization. (Contains 12 references and 2 tables of data.) (RS)

ED 403 547 CS 012 697

Bruneau, Beverly; Reiner, Kathleen
Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (46th, Charleston, SC, November 25-December 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cooperation; *Emergent Literacy; Instructional Effectiveness; Kindergarten; Preservice Teacher Education; Primary Education; *Teacher Behavior; Teacher Improvement
IDENTIFIERS- Teacher Researcher Relationship; Teaching Research

A study reports on a collaborative investigation in which a kindergarten teacher and a teacher educator worked together to better understand the processes of emerging literacy and emerging teaching abilities. The rural/suburban district serves a population which is diverse in terms of culture, economy, and family structure. The kindergarten teacher decided to drop the school-wide letter-a-week program to enable expansion of her theme-based program. The kindergarten teacher, teacher development not normally accessible otherwise. (CR)

ED 403 565 CS 215 642

Khawaja, Mabel
Dialogic Bonds and Boundaries.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Reading; Cultural Context; English Instruction; *Hermeneutics; Higher Education; *Interpretive Skills; Literary Criticism; Logical Thinking; *Rhetoric
IDENTIFIERS- *Aesthetic Reading; *Dialogics

A study of literature cannot be divorced from cultural contexts, nor can it ignore the humanist vision in interpreting literary texts. To discover dialogic bonds and boundaries between the reader and the text, or the writer and the audience, English classes should have two objectives: (1) to explore the diversity of perspectives, and (2) to relate readings to personal life and current events. Hermeneutics and reception theory are helpful in pursuing these objectives. To maintain a balanced rhetorical stance, both the logical and the emotional content of the text should be concerns of the audience. The ethical questions provide a system of checks and balances in relation to contextualized issues--whether political, social, economic, or cultural. To analyze Robert Frost's poem "Design" in class, the relationships of the rhetorical elements are examined. Logos, Pathos, and Ethos remain the fundamental elements of rhetoric that determine the subject matter, although the diversity of the audience and the pluralism of the American population complicates the question of balance. Dialogics of bonds and boundaries encourage students to avoid hasty generalizations, false dilemmas, and post hoc fallacies in the interpretation process. It is the personal and cultural background of an informed reader or writer that determines the bonds and boundaries of meaningful dialogics. (Contains 14 references.) (CR)

ED 403 566 CS 215 643

Bisband, Julie A.
Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Expression; *Creative Writing; *Discourse Modes; Emotional Response; Higher Education; *Poetry; Poets; *Writing Attitudes
IDENTIFIERS- *Academic Discourse; *Cultural Studies; Writing Contexts

Ellen Kreger Stark, in her article, "Reforming the Critical

Elementary Secondary Education; Higher Education; *Hypermedia; Language Arts; Literature Appreciation; *Multimedia Instruction; Pilot Projects; Program Effectiveness; Program Implementation; Student Motivation; Use Studies
IDENTIFIERS- New York

The Multimedia and Literature Teaching and Learning project was initiated to explore the potential of multimedia and hypermedia for supporting the response-based teaching and learning of literature. The project's initial phase involved developing criteria for considering hypermedia from a response-based perspective and then applying these to a critical review of commercial software. Findings from the review revealed that commercial hypermedia literature applications were moderately priced, designed for commonly available platforms, technically quite good, and related to works commonly taught in elementary and high school classrooms, but they did not embody response-based pedagogies. The project's second phase involved developing prototype applications for supporting literature teaching and learning designed to address support for student responses. An elementary-level application, "Kidspace," and a secondary/postsecondary application, "the Beats," were developed. The third phase involved pilot testing the prototypes in classrooms. Findings revealed the highly motivating nature of the program, its ability to support student responses, and the importance of epistemologically and technologically complementary classroom environments. As schools see more and more students coming to the learning process equipped with predispositions and skills for electronic communications, it becomes clear that issues surrounding the use of new media need to be addressed. Findings of the Multimedia and Literature Teaching and Learning project suggest that electronic media support unique and important forms of meaning making and should be included in a necessarily broadening view of literature study. (Contains 44 references, and 11 tables and 17 figures of data.) (Author/RS)

ED 403 586   CS 215 710

Cliff, Candice; Miller, Suzanne
Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Classroom Communication; *Classroom Environment; Ethnography; High Schools; Interdisciplinary Approach; Multicultural Education
IDENTIFIERS- *Dialogic Communication; Multicultural Materials; New York

An ethnographic study examined 2 case study students, "Nick" and "John," as they engaged in an integrated literature-United Sates history class cotaught by an English and a social studies teacher in a high school in New York state. The emergent critical perspectives and pluralistic understandings of Nick and John were examined as they were invited into a problem-posing pedagogy and thereby into the dance of creative and critical thinking. Nick engaged in the "stretching" and moving invited in the class to expand his intellectual horizons and learn from multiple perspectives. John, on the other hand, frequently referred to his fundamentalist religious stance and

ED 403 607 CS 509 401

Brestoff, Richard
The Great Acting Teachers and Their Methods.
PUB DATE- 95
NOTE- 223p.; A Career Development Book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Acting; Aesthetic Education; *Characterization; Class Activities; *Classroom Techniques; Higher Education; *Master Teachers; *Professional Training; *Teaching Methods
IDENTIFIERS- *Dramatic Theory; Theater History; Theoretical Orientation

This book explores the acting theories and teaching methods of great teachers of acting--among them, the Europeans Stanislavski, Meyerhold, Brecht, and Grotowski; the Japanese Suzuki (who trained in Europe); and the contemporary Americans, Stella Adler, Lee Strasberg, and Sanford Meisner. Each chapter of the book includes a sample class, which gives the student or general reader a feel for how the different teachers accomplished their objectives, thereby equipping the student to choose among the methods. In addition, the book takes a look at some of the premiere actor training institutions in the United States, including the Actor's Studio, the American Conservatory Theater, the Juilliard School, Northwestern University, New York University, the University of Illinois, and Yale University. An extensive bibliography and a video bibliography of great acting teachers at work conclude the book. (NKA)

ED 403 608 CS 509 406

Millsap, Susan P.
Meeting the Needs of Returning Adult Students in Forensics.
PUB DATE- Nov 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Students; *Baby Boomers; Communication Skills; *Debate; Higher Education; *Learning Motivation; *Nontraditional Students; Persuasive Discourse; Public Speaking; *Student Needs; Student Participation
IDENTIFIERS- Debate Tournaments

As the baby boomer generation moves into its late 30's and early 40's, the number of students returning to college older than 35 has increased, and is, in fact, one of the fastest growing student populations in higher education. Most adult students return to school for job-related reasons. Adult students participating in forensic programs do so for a variety of reasons, among those are requirements for teaching communication, improving their speaking skills, or the enjoyment of performing and competing. Coaches in forensics say that adult students have a positive influence on teams, partly because of their maturity and responsibility. Challenges to the public school districts. Chapter 4 presents guidelines for long-term planning gained from a review of trends and projections by representatives from education, business, and the community. Chapter 5 offers the long-term steps and 21 strategic recommendations needed to improve education for youth. Chapter 6 outlines the steps needed to carry out the strategic plan. (JPT)

ED 403 629 EA 025 798

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.
PUB DATE- 94
NOTE- 153p.; For the summary report, see EA 025 797.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Long Range Planning; State Action; *Statewide Planning; Strategic Planning
IDENTIFIERS- *California

This document presents the recommendations of a special Advisory Committee on Educational Options, which was charged with developing a strategic plan for educational options in California. This working document is intended to set broad goals and program directions for meeting the future needs of California's youth. The introductory section describes the future directions of California education. Section 2 addresses the long-term needs of education, such as adjusting to the information era, combating the skill gap, responding to ethnic and cultural diversity, engaging all students, and making learning a lifelong commitment. The third section provides information on current programs and their performances. Section 4 offers guidelines for the next century, which center on increasing accountability, developing a system of educational options, facilitating student choice and achievement, enhancing staff and program support, and improving planning and coordination. A total of 21 recommendations are offered in the fifth section. The final section describes first steps toward implementing the guidelines outlined in section 4. Twenty-eight exhibits and lists of advisory committee members, project staff, and acknowledgements are included. (LMI)

ED 403 630 EA 027 851

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
PUB DATE- Jun 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Competition; Educational Finance; Elementary Secondary Education; Enrollment; *Free Choice Transfer Programs; *Free Enterprise System; Interdistrict Policies; Parent Attitudes; Public Schools; *Resource Allocation; *School Choice; Student Needs; Student Transportation
IDENTIFIERS- *Massachusetts

Pioneer Institute recently organized a roundtable in which school officials discussed their experiences with inter-district

*Cultural Pluralism; *Educational History; *Educational Objectives; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Politics of Education; Religious Differences; *Religious Factors; Vocational Education
IDENTIFIERS- *Israel

Changes in Israel's education system are designed to increase the Israeli's ability to fit into the contemporary civilization. Israeli education also seeks to transmit Jewish heritage and foster a sense of communal solidarity. This paper presents a historical overview of Israeli education and the adaptations it has made in response to sociocultural changes in society. It describes pre-state Zionist education, adaptations made in the first generation of statehood, changes during the 1970s brought about by the empowerment of former Israeli minorities, alterations made during the 1990s, and future trends. The profile of education in the 1990s is characterized by a shift from ideological to instrumental goals, increased reliance on parents for funding education, promotion of individual goals versus group solidarity, reduced education budgets, and an increase in sports subsidies (informal education) at the expense of formal education. Future issues include privatization, local autonomy, the relationship of minority groups to education, the integration of different ethnic groups, and group solidarity versus individualism. The report concludes with overviews of tertiary education and vocational education in Israel. (LMI)

ED 403 650 EA 028 199

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; *Career Exploration; *Career Guidance; Career Information Systems; Career Planning; *Education Work Relationship; Elementary Secondary Education; Internship Programs; Job Analysis; Occupational Information; School Business Relationship; *Work Experience Programs

The Learning Site Analysis Form (LSAF) helps teachers and other school staff collaborate with employers to identify opportunities for students to learn at the workplace. This reference guide is designed to help school staff and employers use the LSAF and apply its results to structure experiences that connect classroom learning to the world of work. The LSAF is used to inventory the skills used in a specific job, describe the characteristics of the workplace, and identify applications of academic subjects at work. The guide contains three sections: (1) the "Introduction," which includes discussion on the uses of the LSAF and how often it should be done; (2) "Completing the Learning Site Analysis Form," which discusses sections of the LSAF, the LSAF questions, conversation aids, and tips and reminders; and (3) "Sample Learning Site Analysis Forms" for veterinarian, electrician, fast-food resturant manager, and elementary teacher positions. Contains a glossary and a master copy of the LSAF. (LMI)

ED 403 651 EA 028 201

ED 403 669 EC 300 890

Ho, Hua-Kua
Inservice Education Needs of Teachers Working with the Mentally Retarded.
PUB DATE- Sep 91
NOTE- 34p.; Paper presented at the Asian Conference on Mental Retardation (10th, Karachi, Pakistan, November 3-8, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- *Competence; Elementary Education; Foreign Countries; *Inservice Teacher Education; Junior High Schools; *Mental Retardation; Needs Assessment; *Self Evaluation (Individuals); Surveys; *Teacher Attitudes; Teacher Background; Teaching Experience; *Teaching Skills
IDENTIFIERS- *Taiwan

This study explored the inservice training needs of teachers (in Taiwan) working with mentally handicapped students. Elementary (N=224) and junior high (N=171) school teachers of the retarded were surveyed concerning perceived competency levels and preferred inservice training topics and formats. Findings included: (1) both teacher groups selected the same 10 basic competencies as most important; (2) 8 of the 10 lowest rated competencies were also shared between groups; (3) both groups of teachers felt most competent in the area of guidance and least competent in the areas of "general competencies" and curriculum/instruction; (4) both groups showed consistency in their self assessments; (5) teacher sex and age were not related to competency levels; (6) teachers with junior teachers college training assessed their competencies higher than did teachers with standard college background in the area of curriculum and instruction; (7) teachers with the most experience teaching the retarded rated their competencies the highest; (8) formal inservice education formats were rated as most desirable by both groups; and (9) most desired inservice training activities were visiting other educational programs, a combination of program visitation and recreation, and workshops on instructional materials. Includes 21 references. (DB)

ED 403 670 EC 301 601

Challenges in Health Care: A Chartbook Perspective 1991.
PUB DATE- Aug 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adults; Age Differences; Alcoholism; Children; Chronic Illness; Demography; *Disabilities; Epidemiology; *Health Care Costs; *Health Conditions; Health Insurance; *Health Needs; *Incidence; Individual Characteristics; Infants; Minority Groups; *Public Health; Racial Factors; Special Health Problems; Statistical Data; Substance Abuse

This document comprises 48 charts presenting data on the status of health care in the United States. The charts are organized into six groups concerned with: (1) people, health, and health care resources; (2) the health of the newest generation; (3) the AIDS (Acquired Immune Deficiency Syndrome) epidemic; (4) substance abuse; (5) chronic illness and disability; and (6) health care expenditures. The charts are accompanied by brief

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Cognitive Development; Comprehension; *Developmental Stages; Infants; Interpersonal Competence; Language Acquisition; Perceptual Motor Coordination; Physical Development; Preschool Education; Toddlers
IDENTIFIERS- Florida; Model of Interdisciplinary Training Child Handicap

This booklet for caregivers of infants and toddlers with disabilities is intended to provide an overview of early childhood development, from birth to 36 months of age. The booklet is organized into 3-month age spans for the first year, 6-month age spans for the second year, and a 12-month age span for the third year. For each level, typical milestones, skills, and suggested activities are provided for the following developmental areas: (1) personal and social skills; (2) language and understanding skills; (3) small muscle skills; and (4) large muscle skills. Contains 14 references. (DB)

ED 403 688 EC 302 983

Schroeder-Davis, Stephen
An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
PUB DATE- 92
NOTE- 13p.; Paper prepared for the Minnesota Council for the Gifted and Talented.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Cultural Influences; Elementary Secondary Education; *Equal Education; *Gifted; High Achievement; Hostility; Labeling (of Persons); Peer Acceptance; *Peer Influence; Peer Relationship; *Sanctions; Student Attitudes; Student Reaction; Teacher Attitudes; *Underachievement
IDENTIFIERS- *Egalitarianism

This paper examines coercive egalitarianism as it relates specifically to gifted education. Deliberate underachievement is seen to result from this egalitarianism which has arisen as a result of overriding concerns with creating equity among students. Additionally, envy by other students results in their attempting to compromise those advantages and successes. Studies are reviewed which illustrate a continuum of coercion, showing that both teachers and students prefer athletic and nonstudious students and that gifted students will go to great lengths to avoid the "brain-nerd connection." Suggestions are offered for combatting this problem at the individual student level, at the school level, and at the school district level. The importance of improving conditions for disadvantaged students is also stressed. (Contains 11 references.) (DB)

ED 403 689 EC 303 032

First, Patricia F.; Curcio, Joan L.
Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
PUB DATE- 93
NOTE- 31p.; This fastback is sponsored by the University of Illinois Chapter of Phi Delta Kappa.

DESCRIPTORS- Community Programs; Competency Based Education; Cultural Awareness; *Disabilities; *Early Intervention; Educational Media; Family School Relationship; Group Dynamics; *Inservice Education; Interdisciplinary Approach; Models; *Outreach Programs; Preschool Education; Program Development; Staff Development; *Teamwork; Technical Assistance; Therapists
IDENTIFIERS- New Mexico; *Project TIE

This final report describes activities and achievements of Project TIE (Teams in Early Intervention) Outreach, a 3-year project which provided training for regional and local interdisciplinary teams (including parents) in New Mexico. The model used by the project stresses: (1) interdisciplinary communication, (2) a common framework for early intervention, (3) team building, (4) cultural considerations, and (5) community linkages. The model is designed for use with a variety of teams including health, developmental evaluation and assessment, and early intervention, serving children from birth through age 5 with or at risk for developmental delays or disabilities. A unique feature of the TIE model is its emphasis on team culture. The model involves assessment of a team's performance before designing a training plan and the maintenance of good teaming skills through long-term, regular follow-up. TIE Outreach provided facilitated learning experiences to 551 individuals involved in early intervention or preschool services to 2,975 children and families in New Mexico and throughout the country. The Project produced a pilot CD-ROM on team building. Individual sections of the report describe the Project's goals and objectives, conceptual framework, training model, methodological/logistical problems and resolutions, evaluation findings, impact, and future activities. Appended are such related documents as a description of the CD-ROM, reports of focus groups, evaluation materials, and an article titled "Helping Parents Feel Comfortable in the Schools" by Gail Beam and Valerie Ford. (Contains 18 references.) (DB)

ED 403 707 EC 305 272

Bruder, Mary Beth; Brand, Marie
Community Inclusion Outreach Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 30 Sep 96
NOTE- 970p.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Disabilities; *Early Intervention; Family Programs; *Inclusive Schools; Infants; Inservice Education; Institutes (Training Programs); Models; *Outreach Programs; Postsecondary Education; Preschool Education; Social Integration; Special Education; *Staff Development; Toddlers; Workshops

This final report describes activities and achievements of the Community Inclusion Project for Young Children with Disabilities, a New York State project which provided outreach training to early intervention staff, community early childhood staff, and families on the inclusion of young children with disabilities in early intervention, special education, or related services settings. The project's model included service delivery utilizing a family-directed transdisciplinary approach; training for staff and families; evaluation of children, families, programs, and communities; and policy

This document presents narrative data, tables, and graphs on exceptional education students who exited school in Florida during the 1993-94 school year. The first section provides background information and describes the types of exit data collected from school districts and agency programs. Definitions of terms are also provided. The next three sections contain information on the reasons students exited, the age at which they exited, and their anticipated needs. In each of these sections, statewide numbers and percents are presented for each primary exceptionality. The fifth section contains national graduation data by state and by program. Extensive appendices present information such as lists of withdrawal and exceptionality codes. District level data include the following: the number of Florida student non-completers identified as disabled by reason and primary exceptionality; total student exiters identified as disabled by exit reason and primary exceptionality; number of Florida student completers identified as gifted by option and district; number of Florida student exiters with anticipated needs, identified as disabled and categorized by primary exceptionality; and number and percent of U.S. students age 14 and older exiting the educational system by exit category, state, and exceptionality, in 1991-92. (DB)

ED 403 725 EC 305 301

Kim, Yong-Wook; And Others
When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
PUB DATE- 10 Jul 96
NOTE- 21p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Age Differences; *Disabilities; *Disadvantaged Youth; *Early Intervention; Foreign Countries; Meta Analysis; *Outcomes of Education; Preschool Education; Program Effectiveness; Theory Practice Relationship

This literature review examines whether verifiable evidence supports the supposition that early interventions result in better child developmental outcomes than later interventions for disadvantaged children with disabilities. First, existing reviews of the literature on the "earlier is better" supposition were examined. Second, a meta analysis on a database of articles that allowed exploration of the concept of early intervention was conducted. Finally, research reports which directly attempted to address the "earlier is better" supposition were reviewed. The paper concludes there is mild evidence to support the belief that earlier interventions lead to better outcomes for children with disabilities or from disadvantaged backgrounds. The evidence to support this claim is not overwhelming, however, and other intervention factors (such as location of services and severity of child risk) interact with the factor of starting age. Relatively little research was found which was designed to adequately and directly answer the "earlier is better" supposition. (Contains 33 references.) (DB)

ED 403 726 EC 305 302

Allen, Norma N.; And Others

O'Sullivan, Barry; Porter, Don
Speech Style, Gender, and Oral Proficiency Interview Performance.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (31st, Singapore, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; English; *English (Second Language); Foreign Countries; Higher Education; Interviews; *Japanese; *Language Patterns; *Language Styles; *Language Tests; Language Usage; Native Speakers; Oral Language; *Sex Differences; Speech Skills; Testing
IDENTIFIERS- *Oral Proficiency Testing

This study investigated: (1) whether there is a gender effect in the speech of Japanese learners of English as a Second Language; (2) whether the effect is positive if the interlocutor is female; (3) whether there are associations of gender effect with specific features of speech; and (4) in which linguistic features of learner speech the gender effect is most evident. Subjects were six female and six male Japanese university students, average age approximately 20 years, and observed by three male and three female native speakers of English. Each Japanese student was interviewed twice, once by a man and once by a woman, and observed by a native English speaker of the same gender. Interviews were analyzed for specific speech characteristics (e.g., use of fillers, rephrasing, minimal response, repetition) and scored for accent, grammar, vocabulary, fluency, and comprehension. Results for the 24 interviews indicate a significant difference in scores awarded by different interviewer/observer pairs. Despite a high degree of agreement within pairs, and consistency in interviewer speech styles, in all but one interview the students scored higher when interviewed by a woman, particularly in grammar and fluency. However, male and female interviewers did show different patterns in linguistic features. Contains 15 references. (MSE)

ED 403 745 FL 024 363

Miyao, Mariko
On-Campus E-Mail for Communicative Writing.
PUB DATE- 23 Dec 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Class Size; *Communicative Competence (Languages); Computer Literacy; Computer Networks; *Electronic Mail; *English (Second Language); Foreign Countries; Interpersonal Communication; Large Group Instruction; Organizational Communication; Program Descriptions; Second Language Instruction; Student Attitudes; Teacher Student Relationship; Two Year Colleges; Two Year College Students; Word Processing; *Writing Apprehension; *Writing Instruction
IDENTIFIERS- *Japan

about car repair needs are also listed. In both, some common signs with and without words are illustrated. (MSE)

ED 403 765 FL 024 388

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
PUB DATE- 95
NOTE- 242p.; For related documents, see ED 383 178, ED 394 290, and ED 394 291.
LANGUAGE- French; English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Evaluation Criteria; Evaluation Methods; Foreign Countries; *French; Junior High Schools; *Language Skills; *Language Tests; *Scoring; *Second Languages; Testing; *Test Items; Writing Tests
IDENTIFIERS- Alberta

The French as a Second Language model tests for junior high school instruction presented here were designed to evaluate students' language performance as outlined in the learner expectations of the Alberta (Canada) second language curriculum. They focus on the specific fields of experience of these levels, but may be adapted for local contexts. An introductory section describes the tests, test items, and their design. Each test is based on an organizing theme. For each model test, the administrative guide outlines a test plan and specific testing procedures, and contains an annotated test, oral text transcript, correction guide, guide to analysis of test results, table of specifications, and a list of learner expectations drawn from the official curriculum. All explanatory text in the guide is in both French and English. (MSE)

ED 403 766 FL 024 389

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- French; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Criterion Referenced Tests; Evaluation Methods; Foreign Countries; *French; *Language Skills; *Scoring; Secondary Education; *Second Languages; Testing; *Test Items; Verbal Tests; Writing Tests
IDENTIFIERS- Alberta

The French as a Second Language model test (intermediate level) was designed as a criterion-referenced test using established

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Capital; Cognitive Style; *College Attendance; College Bound Students; *College Choice; Cultural Influences; Decision Making; Economic Factors; Educational Benefits; Educational Economics; *Expectation; Higher Education; High Schools; Models; Predictive Measurement; Regression (Statistics); *Selective Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Cooperative Institutional Research Program

This paper presents a model of college choice that suggests that students' choice of college can be related to perceived "capital conversion" benefits. The model was tested on an evenly distributed sample (n=22,109) of students; one group attending elite colleges (with average freshman Scholastic Assessment Test scores of 1200 or higher) and the other attending less-selective colleges. Data for the 40 variables explored in the study were drawn from the Cooperative Institutional Research Program (CIRP) 1994 Freshman Survey. Descriptive analyses provided a profile of elite college students, and regression analyses identified the variables most strongly associated with attendance at highly selective institutions. The study findings support a pattern suggesting that students attending elite schools base future expectations on cultural capital, while those at non-elite schools base expectations on economic capital. Table 1 lists student descriptive statistics, and Table 2 provides standardized regression coefficients for the four selective college choice models. Appendices list elite (non-military) colleges in the CIRP database and provide an outline of the Cultural Capital College Choice Multivariate Model used in the study. (Contains approximately 50 references.) (CH)

ED 403 786 HE 029 767

Polizzi, Tissy B.; Ethington, Corinna A.
Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
PUB DATE- Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Allied Health Occupations Education; Business Education; Career Education; Career Guidance; *Community Colleges; National Surveys; Nontraditional Students; Postsecondary Education; Predictive Measurement; Statistical Analysis; Student Characteristics; Student Educational Objectives; *Student Evaluation; Student Surveys; Technical Occupations; Two Year Colleges; *Vocational Education; Vocational Evaluation; Vocational Maturity
IDENTIFIERS- *ASHE Annual Meeting; *Community College Student Experiences Quest

This study, based on data from the Community College Student Experiences Questionnaire national survey, examined comparative differences in the quality of student efforts in various college experiences and in their perceptions of career preparation gains. The study measured responses of students (N=1,891) from four groups of vocational programs: business, health, technical/communications, and trade industry. Other these funds will be acquired. (JLS)

ED 403 805 HE 029 850

California Postsecondary Education Commission Workplan, 1996 through 2000.
PUB DATE- Feb 96
NOTE- 29p.; For the 1992 edition, see ED 402 893.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Planning; Educational Policy; Higher Education; *Long Range Planning; Needs Assessment; Policy Formation; *Statewide Planning
IDENTIFIERS- California

At the beginning of each fiscal year, the California Postsecondary Education Commission staff develops its plans for major research studies and other projects over the year, and brings the resulting workplan to the Commission for discussion. This report is the plan for these activities for the balance of this decade and it identifies priorities based on the time frame within which each project is expected to be undertaken and completed. Specific projected activities include sale and distribution of products from the Commission's database including Student Profiles, Fiscal Profiles, and the College Guide. Other annual reports of the Commission include "Performance of California's Public Colleges and Universities," "Faculty Salaries in California Colleges and Universities" along with published reviews of new campuses, and a factsheet on executive compensation. The Commission also has responsibility for program administration and monitoring federal activities, public communication, and governmental and external relations. The staff will undertake studies of financing of postsecondary education operations and financing capital costs of postsecondary education. It will also examine productivity and efficiency, fees and student aid, and ways to improve equality of access to educational opportunities. The final areas of planned activities are regional and statewide cooperation and collaboration. (JLS)

ED 403 806 HE 029 851

Performance Indicators of California Higher Education, 1995.
PUB DATE- Feb 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Access to Education; College Bound Students; College Faculty; College Freshmen; *College Students; Community Colleges; Comparative Analysis; Degrees (Academic); Demography; Enrollment Trends; Financial Support; Higher Education; High Schools; Public Colleges; State Universities; *Student Characteristics; Student Financial Aid; Student Needs; Tables (Data); Transfer Students
IDENTIFIERS- California; *Performance Indicators

This is the second annual report on the performance of California higher education. The indicators are organized into five major sections: (1) demographic characteristics of California's population; (2) fiscal support of public postsecondary education and student financial aid as well as an indicator of instructional expenditures in the public systems; (3) student preparation indicators that include the size and composition of the state's public high school graduation classes and their

Interinstitutional Exchange Program (IEP), sponsored jointly by the Council of Independent Colleges (CIC) and the United Negro College Fund (UNCF). CIC made grants of up to $15,000 each to support exchanges of faculty and administrators between nine private historically black colleges and nine other private liberal arts institutions. The exchanges were designed to create non-threatening environments for open dialogue, build structures and processes that enable respectful communication, develop strategies for institutions to collaborate in defining and solving problems, enable improved awareness of institutional needs, and encourage individual self-development. The experiences of individuals and institutions in the IEP are reviewed. Suggestions for developing and implementing further exchanges are discussed, including the need for focus, planning, institutional self-knowledge, choosing the right partner institution, seeking campus-wide involvement, appointing exchange leaders, effective communication, flexibility, risk taking, documentation, evaluation, reporting of findings, and management of the post-exchange process. An appendix lists the colleges participating in the IEP. (MDM)

ED 403 827 HE 029 872

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
PUB DATE- May 85
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; *Case Studies; *College Role; *Economic Development; Employment Opportunities; Higher Education; Public Policy; School Business Relationship; School Community Relationship; *State Universities
IDENTIFIERS- Georgia Institute of Technology; Jackson State University MS; Morehead State University KY; Savannah State College GA; *Southern Education Foundation; Tuskegee Institute AL; United States (South); Western Carolina University NC

This report discusses efforts undertaken by the Southern Education Foundation's (SEF) Task Force on Education and Economic Development and summarizes case-study reports of activities at four-year, postsecondary educational institutions in the South to promote economic development. The activities of six institutions were reviewed: Jackson State University (Mississippi), Morehead State University (Kentucky), Savannah State College (Georgia), Tuskegee Institute (Alabama), Western Carolina University (North Carolina), and the Georgia Institute of Technology. The results suggest that relatively few four-year and minority institutions were actively involved in economic development, due to lack of inspired leadership, lack of administrative expertise, lack of funds, internal resistance, external resistance, reputation and image, and lack of effective models. The report recommends that the SEF bring together representatives from 10 to 12 institutions to react to the case-study reports; bring together an expanded group that includes representatives of state industrial recruitment agencies and local Chambers of Commerce; seek outside funding for demonstration projects at three institutions; commission case studies from three or four institutions outside of the South; commission a "how-to" handbook on economic development; and promote the role of post-secondary institutions in economic development. Copies of the six case study reports are appended. (MDM)

Students' Identity Status and Mentorship from College Faculty.
PUB DATE- 24 Oct 96
NOTE- 16p.; Paper presented at the annual meeting of the Northwest Educational Research Association (Ellenville, NY, October 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Careers; *College Faculty; College Students; Graduate Students; Graduate Study; Higher Education; Individual Development; Interpersonal Relationship; Mentors; Modeling (Psychology); Professional Development; *Self Concept; Student Attitudes; *Student Development; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Identity Formation

This study examined the process of identity development and explored the relationship between identity status of college students and their expectations of faculty. The Ego Identity Process Questionnaire (EIPQ) which yields exploration and commitment scores and a questionnaire about the role faculty should play in identity development was completed by 125 college students. Based on scores from the EIPQ, 20 percent of the participants were classified as "identity diffused," 22 percent were classified as "moratorium," 34 percent as "foreclosed," and 22 percent as identity achieved. One-way Analysis of Variance indicated group differences between the four identity statuses and total score on the Role of Faculty questionnaire. Principal component factor analysis was used to derive two subscores representing global and inside versus outside classroom activities. Students with high levels of exploration (identity achieved and moratorium) reported they wanted faculty to provide opportunities for students to explore identity-relevant issues. Diffused students, those who have neither explored nor committed to an identity, seldom wanted faculty to push them toward identity relevant issues. Results suggest that intervention efforts should be specifically designed to meet the unique needs of students of the various identity statuses. (Contains 10 references.) (Author/JLS)

ED 403 847 HE 029 892

Facts and Figures. A Compendium of Statistics on Ontario Universities. Volume 4.
PUB DATE- Dec 96
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Demography; *Educational Facilities; Educational Finance; Enrollment Rate; Foreign Countries; Higher Education; Majors (Students); *Public Colleges; State Universities; Statistical Data; Student Costs; Student Financial Aid; Tables (Data)
IDENTIFIERS- Canada; *Ontario

The purpose of this compendium is to provide consistent and accurate statistical and graphical information on the Ontario (Canada) university system. The compendium consists of seven sections: (1) Ontario population data with population projections 1986-2021, median income by educational attainment 1985-1994, and unemployment rates by educational attainment 1986-1995; (2) financial data including expendable revenue, operating revenue 1985-86 to 1994-95, expenses, and grants; (3)

developing distance education linkages with other colleges at the University of Florida, state and federal agencies, and businesses. (Four appendixes describe available distance education technologies, list IFAS programs delivered via satellite and videotape, and include the task force questionnaire and tables of results. The report includes 20 references.) (KC)

ED 403 395 CE 073 212

Matkin, Gary W.
Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
PUB DATE- 97
NOTE- 309p.; American Council on Education/Oryx Press Series on Higher Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Budgeting; Case Studies; *Continuing Education; Cost Effectiveness; *Educational Finance; Higher Education; *Information Utilization; Marketing; *Money Management; *Program Administration; Systems Approach; Tables (Data); Theory Practice Relationship
IDENTIFIERS- Educational Marketing; *Financial Planning

This book, which is intended as a resource/reference guide for experienced financial managers and course planners, examines accepted methods and new approaches for using financial information in continuing education. The introduction reviews theory and practice, traditional and new methods, planning and organizational management, and technology. It includes objectives and a guide to the chapters. The following are among the topics discussed in 15 chapters: the context for continuing education financial management (current issues and institutional settings, traditional financial management in continuing education organizations, multidimensional financial management in continuing education, activity-based costing in continuing education); financial management for course planners (the basics of course financial planning, a practical guide to course budgeting, multidimensional budgeting and activity-based costing for programmers, and special issues in course planning); financial management for continuing education administrators (understanding and setting the context for the continuing education financial management system, the budget process, multidimensional budgeting for continuing education organizations, developing a management information system for continuing education organizations, and designing and implementing an activity-based costing system); and special issues in continuing education (indirect costs and the cost-effectiveness of promotion expenditures and investments in continuing education beyond the current operating cycle). Detailed case histories are cited throughout the book. Sixty-three tables/figures, 13 endnotes, a glossary, and a subject index are included. (MN) gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The four units in this module are as follows: (1) insulation, (2) substations, (3) grounds and jumpers (line equipment), and (4) voltage and current measuring. Most units are designed for use in more than one lesson or class period. (YLB)

ED 403 414 CE 073 251

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
PUB DATE- 97
NOTE- 178p.; For related modules, see CE 073 247-253.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Competency Based Education; Curriculum Guides; *Electrical Systems; Electricity; *Electronic Technicians; *Energy Occupations; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; Services; Student Evaluation; Teaching Guides; *Technical Education; Technical Occupations; Transparencies; Utilities; Workbooks
IDENTIFIERS- Electrical Wiring; Electric Meters; *Power Line Technicians

This module is the fifth in a series that is designed to help students achieve greater professional and personal success as power line technicians. Each module represents one or more complete units of instruction with components organized into one instructor and one student "package": the instructor's manual and the student workbook. The instructor's manual begins with a profile of training mastery that lists the competencies covered in the curriculum and provides space for recording information about the student's mastery of each objective. Other introductory matter includes information on use of the manual, recommendations for measuring student performance gains, and required criteria for a competency-based education program. The instructor's manual also contains one set per unit of these components: suggested activities, answers to assignment sheets, answers to test, transparency masters, and test. The student workbook contains one set per unit of most or all of these components: objective sheet, information sheets, assignment sheets, and job sheets. The four units in this module are as follows: (1) meters and meter application, (2) system knowledge, (3) transformer connections and banking, and (4) phasing. Most units are designed for use in more than one lesson or class period. (YLB) integrated manner using state-of-the-art equipment, flexible programs, and an experienced faculty in order for them to enter the work force. (Contains 24 references.) (KC)

ED 403 433   CE 073 300

Wall, Shirley L.
Partnerships with Business, Industry, and the Military.
PUB DATE- 5 Dec 96
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Programs; Community Colleges; Educational Practices; Experiential Learning; *Extension Education; Higher Education; *Internship Programs; Job Training; Labor Force Development; *Military Personnel; *Partnerships in Education; *Program Design; Program Effectiveness; School Business Relationship; *Vocational Education; Weekend Programs
IDENTIFIERS- *Southern Illinois University Carbondale

The Workforce Education and Development Off-Campus Degree Program of Southern Illinois University-Carbondale allows military and civilian students to complete bachelor of science degrees in education with a major in work force education and development at 1 civilian site and 16 military bases throughout the United States. Approximately 1,000 students participate in the weekend degree program at any given time. The program includes six courses to be completed within 1 calendar year, four independent study courses, and an internship. The program features vocational skill training, academic instruction integrated with occupational education, and work-based education coordinated with classroom-based instruction. The program's components are as follows: 36-semester-hour major completed at students' sites; university core curriculum courses completed at local community colleges or other colleges/universities or by approved testing; and 225-hour "instructional internship" with an education institution or training establishment for adults or a "professional internships" with a training department of a civilian business/industry or other educational enterprise for 5 semester hours. At the end of their internships, students submit internship packages that include activities logs, mentor evaluation sheets, reaction papers, and work samples. The program has proved a successful way of helping adults obtain college degrees while gaining real-world experience. (MM)

ED 403 452 CE 073 369

Hamm, Russell E.; Mundhenk, Robert
American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
PUB DATE- Mar 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Community Colleges; Cooperative Programs; Coordination; Educational Finance; Institutional Evaluation; *Job Training; *Labor Force Development; Needs Assessment; *Self Evaluation (Groups); Two Year Colleges; Vocational Education

This monograph, itself a suggested set of standards, is designed to help college personnel determine the college's state of readiness for extended work force development. Two questions about that role are offered: (1) is the college, and are community colleges nationally, prepared to become the central player in a comprehensive education and training system; and (2) if they are not, how can they prepare themselves. This paper, a "call for action," attempts to help community colleges answer these questions in two ways. First, a self-study guide offers a series of questions that require college personnel to examine their institution's readiness to prepare workers for the new workplace. All responses must be evaluated within the context of local conditions, needs, and political considerations. The 19 questions relate to mission and organization, funding, assessing needs and documenting success, programs and delivery systems, staffing, and coordination. Second, the monograph offers 17 suggestions to assist local colleges in creating a vision and plan that will ready them to meet both local challenges and the demands of state and federal governments and to become part of a national community of prepared colleges. The suggestions relate to preparing the institution, preparing programs and faculty, and preparing the nation's community colleges. National Council for Occupational Education task forces, their objectives, and leadership are listed. (TLB)

Instructional Technology.
PUB DATE- 96
NOTE- 19p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, MN, February 29-March 3, 1996); see CE 073 480.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Competence; *Distance Education; *Educational Technology; *Education Work Relationship; Employer Employee Relationship; Employment Practices; Human Capital; *Human Resources; *Labor Force Development; On the Job Training; Organizational Development; Staff Development; *Teacher Qualifications; Training Methods
IDENTIFIERS- *Performance Support Systems

These two papers were presented at a symposium on instructional technology in human resource development (HRD) moderated by Mark Lewis at the 1996 conference of the Academy of Human Resource Development. "An Analysis of the Instructional Technology Competencies Required by HRD Practitioners and Sources of Competency Development" (Julie A. Furst-Bowe) describes the computer-based technologies and distance learning systems currently used in employee training and technologies that will be used in future training processes. Following an examination of the competencies needed by trainers to use the various types of technologies, the study identified where trainers are obtaining competencies in the use of computer-based technologies and distance learning and the barriers to implementation. "Electronic Performance Support for Telephone Operators" (Theo J. Bastiaens et al.) examines the effectiveness of electronic performance support systems (EPSS) and describes the analysis, construction, and evaluation of an EPSS. Papers contain references. (KC)

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Programs; *Distance Education; Educational Practices; *Evaluation Research; Experiential Learning; Graduate Study; Higher Education; *Labor Force Development; Mentors; Program Development; Teacher Attitudes; Teaching Methods; *Team Teaching; Teleconferencing; *Transfer of Training

IDENTIFIERS- *Human Resources Professionals

This document contains three papers presented at a symposium on university instruction in human resource development (HRD) moderated by Janice Black at the 1996 conference of the Academy of Human Resource Development (AHRD). "Facilitating Transfer of Learning from the Classroom to the Workplace" (Brenda S. Gardner, Sharon J. Korth) examines a formal educational program that uses David Kolb's experiential learning cycle as a theoretical framework for teaching students about group and team development and helping them transfer their learning to workplace activities. "Team Teaching HRD as a Mentoring Tool" (Timothy G. Hatcher, Barbara E. Hinton) discusses a study in which they examined instructors' perceptions regarding team teaching in a graduate-level course in HRD. "Evaluation Research for the Development of Effective Practice in the Video-Teleconferencing Distance Education Human Resource Development Classroom" (John A. Niemi, Kevin Owens) presents data from student journals, course evaluations, and site coordinator findings regarding the effectiveness of a graduate-level class in HRD that was delivered via video-teleconference distance education. (MN) from Senator Biden to three others present and their responses, and a letter to Senator Biden from a professor of criminal justice. (LSR)

ED 403 508 CG 027 501

Ahia, C. Emmanuel; Martin, Dan
The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Law; *Codes of Ethics; *Confidentiality; Confidential Records; Counseling; *Counselor Client Relationship; *Counselors; *Disclosure; Ethics; Freedom of Information; Laws; Privacy
IDENTIFIERS- Ethical Communication

A counselor's obligation to safeguard information shared in counseling has clinical, ethical, and legal implications. This volume focuses on the duty-to-warn exception in client confidentiality. It provides general ethical and legal guidelines and, where possible, specific information to help the practitioner make good choices. It is intended for mental health practitioners, including clinicians, students, and counselor educators. The book opens with a brief discussion of confidentiality and privileged communication and then addresses the history and parameters of the duty-to-warn exception. Some of the topics covered here are the concept of dangerousness, danger to others, and danger to self. The need for clients to be made fully aware of the meaning of confidentiality is emphasized, with possible exceptions addressed. Confidentiality may be waived, but the waiver must be knowing and voluntary. The special needs of minors and incompetents with respect to the waiver of confidentiality must also be understood by counselors. It is noted that one important exception to confidentiality occurs when a client poses an imminent threat of harm to self or others. In such cases, the counselor may have a duty to breach confidentiality for the protection of the client and the community. (Contains 52 suggested readings and 18 references.) (RJM)

Ethics; Federal Regulation; *Laws; Legal Problems; *Legal Responsibility; Malpractice; Office Management

IDENTIFIERS- *Legal Information; Legal Procedures; Rule Breaking

In today's litigious society, the conduct of counseling professionals is increasingly scrutinized by the media, the general public, and the profession itself. Subsequently, counselors need to understand the permissible bounds of conduct within which they can perform their jobs effectively and legally. This text examines these parameters by providing a broad overview of the law and the potential areas of liability that counselors encounter in their professional practices. General principles of law are set out together with the American Counseling Association's Code of Ethics, to give professional counselors an overview of the laws and ethical considerations that affect them. Although the book is not intended to be an in-depth treatment of legal or ethical standards, it should enable counselors to spot important issues as these concerns arise in practice. The chapters offer an overview of the law and ethics and cover such areas as fees, consent, consultation, privileged communication, counseling minors, how to avoid liability, civil actions, criminal actions, business procedures, insurance protection, hiring, record keeping, licensure, unprofessional conduct, and numerous other issues. Appendices reproduce the ACA Code of Ethics, information on the ACA Insurance Trust, and a checklist for obtaining informed written consent for treatment. Contains 97 references. (RJM)

educator, and two field students met once monthly during the 1995-96 school year to examine children's literacy development and discuss appropriate teaching strategies. A modified print assessment was administered to all students. Results indicated that (1) 14 of the 26 children entered kindergarten with almost complete alphabet knowledge and demonstrated ability to follow print in extended text; (2) the kindergarten teacher's concerns in November focused in reporting to parents; (3) January was a month of frustration--frequent snow days interrupted the daily routine and the students did not seem to be progressing beyond the November gains; and (4) March became a month of major growth--all but one child had more than surpassed the required curriculum. The kindergarten teacher and the teacher educator continued their work into the next school year. Findings suggest that teachers and teacher educators can work and learn together within realistic time constraints, the kindergarten teacher was able to affirm her decision to create her own curriculum, and the preservice teachers confronted the reality of the wide range of student abilities and interests. (Contains 17 references.) (RS)

Space," in "Critical Quarterly" discusses the gap which exists for poets writing in academic discourse, saying that she could not tell when she was writing criticism and when she was being a poet. Usually, teachers/professors say such writing is too personal, too symbolic, too emotional. Stark notes that different experiences require different languages. Wondering what it would be like to respond to exams/articles/books with poetry, Stark speaks of a "dis-encouragement of so-called creative writing in so-called theoretical classes." For Stark, cultural studies is an interesting intersection for the purposes of creative intervention into normative academic writing. Alternative forms of writing must be recognized because such forms represent, discuss, and investigate all forms of inhabited culture. (A poem expounds on the idea of creative writing to "suture the gap" between literature and criticism.) (CR)

ED 403 567   CS 215 647

Kiester, Jane Bell
Caught'Ya! Grammar with a Giggle.
PUB DATE- 90
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Grammar; Instructional Innovation; Proofreading; Student Evaluation; Writing Improvement; Writing Skills
IDENTIFIERS- *Error Monitoring

Helping students in grades 3 through 11 to master the mechanics of language, this book describes the "Caught'ya" approach to teaching grammar, in which students correct error-filled sentences that form an ongoing humorous plot. The book notes that the sentences are presented 3 to 5 times a week at the start of class and take less than 10 minutes to complete. After a preface and an introduction, chapters in the book are (1) What Is a Caught'ya and How Does It Work?; (2) The Caught'ya in Ten Easy Steps; (3) How to Evaluate the Caught'ya; (4) Beyond the Basic Caught'ya; (5) Six Sample Story Ideas; (6) 100 Sample Caught'yas--"The Magic Purple Umbrella"; (7) 100 Sample Caught'yas--"Hairy Beast and Friends"; (8) 100 Sample Caught'yas--"'Romeo and Juliet' Revisited and Revised"; and (9) Conclusion--Caught'ya Again! (RS) held fixed opinions, resisting much of the multicultural literature and some of the classroom dialogue. Nick opened himself up to the dialogic dance and grew by leaps and bounds toward productive citizenship, the communal dance of the human race. John, on the other hand, entered on the fringes and seems to have left the same way. It seems that he never had any desire or ability to know the joy of dancing with other partners, to be part of the community of learners, to experience the possibilities of expanded humanness. (Contains 44 references and 3 notes.) (RS)

ED 403 587   CS 215 711

Langer, Judith A.
Literacy Acquisition through Literature. Report Series 7.11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; Bilingualism; English (Second Language); *Immigrants; Inner City; Instructional Innovation; Junior High Schools; Limited English Speaking; *Literacy; Middle Schools; *Story Telling; *Student Publications; *Teacher Student Relationship; *Writing for Publication
IDENTIFIERS- *Authorship; Dominican Republic; New York (New York); Story Writing

A study focused on a 2-year collaboration involving teachers and students from one bilingual and one English as a Second Language (ESL) class (grades 7-9) in an inner New York City middle school with a large population of immigrants from the Dominican Republic. Most of the children interviewed had adopted their parents' dream of returning to the Dominican Republic at a later time. The research goal was to develop an instructional activity that would call upon the students' strengths, their knowledge of their own culture, literature, and literacy, and would engage them in meaningful productions for which they could claim ownership, and through this gain higher literacy. To achieve this end, the research team developed a book-writing project anchored in a social and activity-based view of learning and understanding. The student-authored book was to be for future limited English proficient students from the Dominican Republic to use, a book that could be placed in classrooms as well as in libraries. The stories contained in it would come from the students' own lives; the students would tape record and eventually write down stories they had heard from home. Results were satisfactory. Second-language students are often unable to engage in extended literacy activities, but in this case, their literacy skills from their native country were used to give them a sense of accomplishment, value, and confidence. (Contains 26 references.) (TB) returning adult students include time constraints for attendance at practice sessions and meets, the chosen topics, programs not meeting their needs, and restrictions of some forensics organizations making competition prohibitive. Forensics programs should evolve to become available to all students. (CR)

ED 403 609 CS 509 407

Myrick, Roger
In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
PUB DATE- Nov 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Black Community; Case Studies; Communication Research; Community Health Services; *Health Education; *Prevention; Public Health; *Rural Population
IDENTIFIERS- *African Americans; Alabama; *Communication Strategies; Community Based Organizations; Health Communication; Preventive Education

HIV/AIDS are affecting increasingly complex, more diverse populations, particularly communities of color. Despite National prevention efforts designed to speak to marginal experience, these communities continue to be disproportionately affected, especially in rural areas of the country which are difficult to access with communication about HIV. A study examined the communication strategies being used in minority-based public health HIV prevention efforts in Alabama, with a focus on rural communities with limited access to minority-run organizations. Interviews were conducted with HIV educators throughout the state, especially those engaged in rural outreach. Only one of 10 public health centers in Alabama is administered by African Americans, and, as a result, planning groups often come up with communication efforts that are unrealistic for actual HIV prevention for communities of color. Although health symposiums for health professionals occur, little actual outreach with at-risk communities is funded. However, some community-based organizations (CBOs) have had great success with minority populations. For example, one CBO set up tents, offered free food, soft drinks and prizes, and used a popular African American disc jockey from a local radio station to broadcast a live remote from the field next to a housing project where the events were held. Findings suggest that efforts to make communication in HIV prevention efforts must be made more culturally sensitive and relevant if they are to be effective in reaching marginalized communities. (Contains 17 references.) (NKA)

public school choice. The participants exchanged views on the current state of the choice program in Massachusetts. The Massachusetts inter-district school choice program allows parents to enroll their children at schools in districts other than their own on a space-available basis. Unless they affirmatively decide not to participate in the program, districts must accept out-of-district students. Among the attendants were: (1) Richard Dissault, superintendent, Masconomet Regional School District; (2) Judy Kennedy, member, Lynn School Committee; and (3) Michael Ronan, superintendent, Uxbridge School District. The participants responded to a series of questions concerning the current dynamic between "sending" and "receiving" districts, the needs of parents and children as educational consumers, and possible improvements to the school-choice program. This document contains excerpts of that session. Although participants strongly supported school choice, they said the program could be improved if paperwork were simplified, if the student transportation problem was addressed, and if the state funded the programs that it mandates. (LMI)

Larson, Lisa
Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
PUB DATE- Nov 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Curriculum; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Graduation Requirements; High Schools; High School Students; *Minimum Competencies; Performance; Program Implementation; Public Schools; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota

The Minnesota Department of Children, Families, and Learning plans to implement the "profile of learning" plan in 3 phases over 3 years beginning in the 1996-97 school year. This information brief contains a chart that depicts the profile of learning and highlights each of its elements. The profile of learning is composed of 10 broadly defined elements: (1) reading, viewing, and listening; (2) writing and speaking; (3) using and interpreting arts; (4) solving math problems; (5) making inquiries; (6) understanding science; (7) understanding people and cultures; (8) making decisions; (9) managing resources; and (10) learning another language. The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. (LMI)

summarizing narratives, information on data sources, and highlighted data facts. Sample chart topics are as follows: population by age and race, 1950-1989; poverty; leading causes of death; use of physician services; hospital beds; nursing home beds; births and infant deaths; costs of low birthweight; the evolving AIDS epidemic; the Federal response to AIDS; alcohol, cigarette, and cocaine use; paying for substance abuse treatment; people with chronic conditions; people with disabilities; days of illness and disability; living with disabilities; chronic mental illnesses; disability and health insurance; health expenditures in the U.S. and abroad; the medical price-volume interaction; the uninsured; and the burden of health expenditures. Only two charts deal specifically with education: #6 "Medical School Applicants, Enrollees and Graduates, Class of 1989, by Race/Ethnicity" (p. 12-13) and #9 "Active Registered Nurses, by Level of Nursing Education, 1972, 1980, 1988" (p. 18-19). Additional sources of information are listed after each section. (DB)

ED 403 671 EC 301 990

Stowitschek, Carole E.; And Others
Diagnosis and Remediation of Handwriting Errors. Monograph #22.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Mar 89
NOTE- 38p.; A product of the Florida Multidisciplinary Diagnostic and Training Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Diagnosis; Elementary Education; Elementary School Students; Error Correction; Error Patterns; Evaluation Methods; *Handwriting; *Remedial Instruction; Student Evaluation; Teaching Methods; *Writing Difficulties; *Writing Instruction

This monograph provides an historical overview of handwriting assessment, followed by suggestions for informally assessing student handwriting errors and implementing improvement strategies. The monograph specifically addresses: (1) research on handwriting; (2) a rationale for remediation of handwriting errors; (3) techniques for evaluating handwriting, including qualitative and quantitative approaches; (4) purposes of instructional assessment; (5) error analysis techniques, including methods for integrating error correction into daily instruction. A case study is presented of a fifth-grade student with illegible handwriting. The student and teacher together identified illegible or nearly illegible words, determined what made the words difficult to read, identified overall problems, prioritized the problems, established contingencies for handwriting improvement, and monitored progress. A sample handwriting marking guide and handwriting improvement contract are provided. (Contains 35 references.) (JDD)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Inclusive Schools; *Mainstreaming; Normalization (Disabilities); Preschool Education; School Role; Social Integration
IDENTIFIERS- *Americans with Disabilities Act 1990; Inclusive Schools; *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities. Information concerning the Individuals with Disabilities Education Act of 1990 (IDEA) addresses the law's major provisions, provisions for medically fragile children, amendments and modifications, and case law related to least restrictive environment. A discussion of the Americans with Disabilities Act of 1990 reviews major provisions, specific titles, enforcement and remedies, and the impact on schools. Section 504 of the Rehabilitation Act of 1973 is also briefly described, focusing on its impact on schools. The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws. (JDD) development. Outreach components included management, dissemination, replication, and evaluation. Project activities included development of workbooks, wide dissemination of project and model information at state and national conferences, delivery of 53 workshops (involving about 2000 participants), and institute training to 21 programs (with over 200 participants). Individual sections of the report describe the project's goals and objectives, theoretical and conceptual framework, model, problems, findings, impact, and future activities. Most of the report consists of the following appendices: staff vitae, the project brochure, sample workbooks, details of training components, dissemination record and list of presentations, training schedule and workshop data, letters to state agencies, list of publications, sample evaluation tools, a replication checklist, institute data, and more detail on technical assistance. (Contains 51 references.) (DB)

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Jan 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Decision Making; *Mild Disabilities; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; Preschool Education; Primary Education; Student Evaluation; *Student Placement
IDENTIFIERS- *African Americans; Baltimore City Public Schools MD

This report describes a project that sought to ascertain the educational expectations and actual levels of participation by Black, low to low-middle income parents of 36 regular and special education students entering three Baltimore (Maryland) public schools. The parents' initial expectations and the development of these expectations over the first 3 years of schooling were examined. The study used a qualitative design that employed interviews, participant observations, and a focus on the process of a series of interpersonal interactions. A central finding was that initial expectations were high for both groups of parents, but that, as time went on, participation became increasingly pro forma for the parents of children receiving special education. These parents experienced increasing difficulties in understanding and negotiating effectively with the special education system. Recommendations of the study include the following: (1) inclusion of parents in the assessment process and explicit explanation to parents of the possible implications of the students' classification and placement; (2) pre-conference meetings before initial and triennial reviews; (3) flexible scheduling and timing of Assessment, Review, and Dismissal meetings with adequate notice to parents including a proposed agenda; and (4) neighborhood or modified neighborhood placement of students. Appendices include the interview protocol and the parent consent form. (DB)

A project using on-campus electronic mail (e-mail) to teach communicative writing in English as a Second Language to Japanese junior college students is described. The project had three stages: (1) planning; (2) piloting with a small group of students; and (3) implementation in three large classes (n=55, 28, 36). The aim was to help students write more communicatively and with less anxiety. Planning involved gaining student access to the campus e-mail system, first on a small scale and later with access to more computer services. The pilot involved nine second-year students in a graduation project. Students needed to be familiarized with two-way message exchanges. However, after exchanges began, student-teacher interactions became more interesting. Learning word processing and spell-checking in English and document transfer were initially a challenge. Implementation with three larger classes, in which most students were familiar with e-mail, began with a paired self-introduction writing activity. Partners questioned each other, commented on introductions, and made grammatical corrections, helping each other refine the final product. Teacher feedback was provided weekly. It was found that the method facilitated timely and comfortable communication. The experiments provided insights into advantages, difficulties, and effective procedures for computer-based communication. (MSE)

criteria to measure attainment of learner expectations outlined in the Alberta (Canada) second language curriculum. It is intended for use at the junior and senior high school levels. Each test is based on an organizing theme that allows for integration of the four language skills (listening, speaking, reading, writing). An introductory section describes the test and its design. The administrative guide itself includes the student test instructions and response booklet for listening and reading comprehension and for writing, the student test and response booklet for oral production, and in appendix form, the oral text translations, a test correction guide with specific assessment criteria and item assessment checklists, tables for analyzing test results, and lists of learner expectations from the curriculum and other notes for understanding test format and the cognitive levels tested. A worksheet for test item development is also included. Most explanatory text in the guide is in both French and English. (MSE) variables examined were: gender and age; grades, full- or part-time status, and number of units being taken; and involvement, defined as hours per week spent studying. The results indicated differences among vocational groups not only in the amount of effort exerted but also in perceived gains in career preparation, while regression analysis indicated that influences of student characteristics and quality of effort also differed among the four groups. Among findings was that students in health programs, who were generally older and predominantly female, differed substantially from the other students, in that they spent more time studying, exerted greater effort, and perceived the greatest gains in career preparation. Two tables summarize variable means and standard deviations for the total sample and each vocational group; and separate regression analyses of each of the four vocational groups. (Contains 17 references.) (CH)

ED 403 787 HE 029 768

Creamer, Elizabeth G.
The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Dual Career Family; Employed Women; *Faculty Publishing; Family Life; Higher Education; Marriage; *Productivity; *Professional Development; Professional Recognition; Scholarly Journals; Scholarship; Spouses; *Women Faculty; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting

This paper reports on individual, semistructured interviews with 10 women academics in the field of higher education, who volunteered information about the contributions of spouse or partner on factors associated with scholarly publishing productivity. After a brief review of the literature related to the relationships between marriage, motherhood, and productivity, and a definition of the methodology, findings are summarized and highlighted by brief quotations from respondents that comment upon such matters as the partner's role in sharing childcare and household responsibilities, collaborating with the partner in the writing process, and having a place to write. The paper concludes that for some female scholars, having an academic partner plays an important role in sustaining their commitment to scholarly writing. A table summarizes (by year and author) explanations cited in the research literature for productivity of married women. (Contains 25 references.) (CH) academic preparation for education beyond high school; (4) student access indicators that show participation in California's postsecondary education at the first-time freshman level, the community college transfer level, and the graduate student level; and (5) indicators of student experiences that report persistence, the numbers of degrees awarded, and faculty composition. The report concludes that California's colleges and universities need to increasingly develop and publicize clear statements of their unique missions, goals, and expectations and they should gather and report information on the postgraduate activities of their alumni in order to help guide curricular changes and student choice. Seventy-five tables of data are included. (Author/JLS)

ED 403 807 HE 029 852

Lee, John
Part-Time Employment in Academe.
PUB DATE- Jan 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; *College Faculty; Educational Trends; *Employment Patterns; Faculty Workload; Higher Education; *Part Time Faculty; Teacher Characteristics; Trend Analysis
IDENTIFIERS- National Study of Postsecondary Faculty

Using data from the National Center for Education Statistics 1993 survey of colleges and universities, this report reviews the frequency of part-time employment in higher education in the context of concerns about the culture of the institution and important finance issues. Part-time workers receive a lower pay rate than full-time employees, and they are not as closely tied to the campus. The study found that most part-time teachers are treated as if they are temporary, although many of them have worked for the same campus for several years. This report delineates the use of part-time workers by institutional type and job category. Employment is reported for three types of institutions: public community colleges, public four-year colleges and universities, and private colleges and universities. The report groups these employees into seven categories: faculty, executive and administrative, other professionals, technical and paraprofessional, skilled crafts, clerical and secretarial, and service and maintenance. Tables include: (1) summary of employment by job category; (2) full and part-time faculty members by institutional type and control, 1993; (3) percent part-time employees by job category; (4) full and part-time employees by institutional type; (5) community colleges; and (6) public four-year colleges and universities. (JLS)

ED 403 828 HE 029 873

Ewell, Peter T.; Jones, Dennis P.
Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
PUB DATE- 96
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; *College Administration; *College Instruction; *Educational Practices; Guidelines; Higher Education; *Performance Based Assessment; Program Development; Program Implementation; Standards; *Undergraduate Study
IDENTIFIERS- *Performance Indicators

This handbook is designed to provide colleges and universities with initial guidance in establishing an appropriate system of indicators of undergraduate instruction, and to build on this foundation by cataloging a range of exemplary indicators of "good practice" that have proven useful across many collegiate settings. It provides a brief overview of the rising demand for performance indicators at all levels of higher education and discusses the properties of a good indicator, emphasizing the ways that such measures can be used and abused. The handbook provides a taxonomy of "good practice" domains according to which useful indicators can be developed, and discusses various data sources that institutions can use to construct indicators of the kinds described in the handbook. The bulk of the handbook consists of 65 suggested "good practice" indicators, each of which includes a brief definition, an explanation of its potential use and purpose, and the relevant data collection or calculational procedures required to produce it. (Contains 40 references.) (MDM)

student data 1995-96 including full-time enrollment, part-time enrollment, enrollment by gender and race, by field of study, international enrollment 1986-87 to 1995-96; and characteristics of first-year applicants Fall 1995; (4) scholarship data including number of undergraduate awards and total funds 1986-87 to 1995-96 and number of awards and total funds by gender 1989-90 to 1995-96; (5) fee data, specifically government regulated Canadian tuition fees in Ontario universities; (6) faculty and staff data 1995-96 by institution, Ontario faculty by rank and age group; and (7) physical facilities data including formula space usage and age profile of university building space, 1992-93. Tables in each section are derived from Council of Ontario Universities reports and databases, Statistics Canada publications, and from special analyses by the Ontario Ministry of Education and Training. The appendix contains definitions of terms used. (JLS)

ED 403 848 HE 029 893

Brochu, Mireille
The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; *Federal Aid; Federal State Relationship; *Financial Support; Foreign Countries; Government Role; *Government School Relationship; Higher Education; Institutional Mission; Needs Assessment; Research; *Research and Development; Research Universities; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- Alberta; British Columbia; Canada; *Ontario; Quebec

This report reviews and compares the impact of university support policies in Ontario to those of Quebec, Alberta, and British Columbia and proposes a framework to regenerate the research infrastructure of Ontario universities. It identifies erosion in Ontario's comparative and competitive position within Canada though Ontario still performs about 40 percent of Canada's university research. Specific trends in research capacity are analyzed for sponsored research, funding and grants of the National Sciences and Engineering Research Council, Medical Research Council funding, Social Sciences and Humanities Research Council funding, sponsored research by academic staff, and provincial share of PhDs granted. Major challenges are identified in the areas of research infrastructure, federal and provincial responsibilities, the nurturing of new researchers, and finding the balance between publicly and privately supported research. The proposed framework for the Ontario Government urges: (1) a formal policy statement recognizing the research mission of universities; (2) explicit support for research infrastructure; (3) efforts to attract and retain new faculty; (4) the harnessing of university expertise for socioeconomic development; (5) complementarity of Ontario efforts with those of the federal government; and (6) development of Ontario universities as a network of complementary institutions. A summary of the research policies in Quebec, British Columbia, Alberta, and Ontario is included. (JLS)

ED 403 849 HE 029 894

Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Television; Computer Assisted Instruction; *Distance Education; Educational Change; Educational Policy; Educational Quality; Educational Technology; Extension Education; Higher Education; Integrated Activities; Intercollegiate Cooperation; Models; Policy Formation; *Public Colleges; Public Education; State Universities; *Statewide Planning; Teaching Methods; Technological Advancement
IDENTIFIERS- *New Mexico

ED 403 867 IR 018 222

Roberts, Judith M., Ed.; Keough, Erin M., Ed.
Why the Information Highway? Lessons from Open & Distance Learning.
PUB DATE- 95
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Computer Uses in Education; *Distance Education; Educational Policy; Educational Technology; Elementary Secondary Education; Evaluation; Foreign Countries; French Canadians; Global Approach; Higher Education; Indigenous Populations; Information Technology; *Internet; Minority Groups; *Open Education; Research Needs; Student Needs; Virtual Reality; Work Environment
IDENTIFIERS- Information Age; Role of Technology

Containing practical applications supported by pertinent theory and analysis, this book is designed for educators navigating the information highway. The 13 chapters are divided into three sections--emerging issues, case studies, and analysis--and are as follows: (1) "Distinctions in Distance: Is Distance Education an Obsolete Term?" (M. Haughey); (2) "Thinking Strategically: Reshaping the Face of Distance Education and Open Learning" (L. M. Pacey and W. P. Penney); (3) "Learners in the Workplace" (A. E. Stahmer); (4) "Distance Education and the Transformation of Elementary/Secondary Education" (N. C. McKinnon); (5) "Appropriating Learning Technologies: Aboriginal Learners, Needs, and Practices" (B. J. Spronk); (6) "Learners and Learner Services: The Key to the Future in Open Distance Learning" (J. E. Brindley); (7) "Virtual Realities or Fantasies? Technology and the Future of Distance Education" (R. H. Paul); (8) "The Francophones of Canada: A Global Network" (T. Lamy and P. R. Pelletier); (9) "A Collective Approach to Distance Education" (D. V. Paquette-Frenette and D. L. Larocque); (10) "The Role(s) of Technology in Minority Group Distance Learning" (N. A. Thomas and D. J. McDonell); (11) "Evaluation and Research Frontiers: What Do We Need to Know?" (J. M. Tobin); (12) "Situating Issues in an International Perspective" (I. Mugridge); and (13) "Policy Approach for Distance and Open Learning in the Information Age" (E. M. Keough and J. M. Roberts). Profiles of the contributors, and a glossary and index are provided. (AEF)

ED 403 868 IR 018 223

Heide, Ann; Stilborne, Linda
The Teacher's Complete & Easy Guide to the Internet.
PUB DATE- 96
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Elementary Secondary Education; Fair Use (Copyrights); Guidelines; Information Networks; *Instructional Innovation; *Internet; Teaching Methods; World Wide Web
IDENTIFIERS- Acceptable Use Policy; Connectivity; Gopher; *Technology Integration

ED 403 885 IR 056 239

Directory of Michigan Libraries, 1996-97.
PUB DATE- 97
NOTE- 161p.; For the 1995-96 directory, see ED 390 429.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Branch Libraries; Depository Libraries; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Networks; Library Services; Public Libraries; Regional Libraries; School Libraries; Special Libraries; State Libraries
IDENTIFIERS- *Michigan

This directory provides information about many types of Michigan libraries. It is divided into 12 sections: (1) public and branch libraries; (2) library cooperatives; (3) academic libraries; (4) regions of cooperation; (5) regional educational media centers; (6) regional and subregional libraries; (7) Michigan documents depository libraries; (8) federal documents depository libraries; (9) Michigan state agency libraries; (10) special libraries; (11) library associations; and (12) school libraries. Alphabetized in some sections by city and in some sections by titles of organization, each entry includes address, phone number, and a contact name, which is most often a director. For many of the listings, fax number, telecommunication-device-for-the deaf (TDD) number, and electronic mail address are offered as well. Hours of operation are provided for public and branch libraries, and for many of the academic library listings, web sites are included. Functioning as a search aid, an introductory section features cross-references to city or town listings from many public library names that do not mention or describe the library's location. (AEF)

ED 403 886 IR 056 258

Callery, Anne
Yahoo! Cataloging the Web.
PUB DATE- 26 Apr 96
NOTE- 10p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996). A list of all 29 papers is appended to this paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Classification; *Information Retrieval; Information Sources; Internet; Keywords; *Online Searching; Subject Index Terms; *World Wide Web
IDENTIFIERS- Browsing; *Search Engines

The Internet has the potential to be the ultimate information resource, but it needs to be organized in order to be useful. This paper discusses how the subject guide, "Yahoo!" is different from most web search engines, and how best to search for information on Yahoo! The strength in Yahoo! lies in the subject hierarchy. Advantages to searching a hierarchical subject index include the following: a higher relevancy rate of

ED 403 903 IR 056 278

Dosa, Marta
Across All Borders: International Information Flows and Applications. Collected Papers.
PUB DATE- 97
NOTE- 420p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling; Developing Nations; Economic Development; Foreign Countries; Human Resources; *Information Networks; Information Policy; Information Services; *Information Transfer; *International Communication; Problem Solving; Professional Development; Social Development

Born out of more than 20 years of working within international information development and exchange projects, conferences, and consultancies, this collection of papers offers insight into the many issues involved in the international exchange of information and ideas. The information contained in this work helps to build a bridge between the literatures of developing countries and those of industrialized countries, as they attempt to understand the relationship between economic, social and cultural developments and the applications of information in its infinite forms and variations. The book is divided into six sections: (1) Information and National Development; (2) Human Resource Networking; (3) Problem Solving and Information Counseling; (4) Information Policies; (5) Education, Training and Professional Development; and (6) The American Transnational Corporation and Information. Eleven figures supplement the text. A 20-page list of further readings is provided at the end of the book, as well as name and subject indexes. (AEF)

ED 403 904 IR 056 279

la Plante, Jane
Student Appraisal of Library Services. Survey Results.
PUB DATE- 95
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Higher Education; Library Collection Development; Library Equipment; Library Materials; Library Personnel; *Library Services; *Student Attitudes; Student Research; *Student Surveys; *User Needs (Information)
IDENTIFIERS- *Minot State University ND

This survey was conducted in order to determine how well the students at Minot State University (North Dakota) feel the Gordon B. Olson Library is fulfilling its mission of providing them with "convenient access to high quality information resources and services which support teaching, learning, and research." One objective of this survey was to respond to student requests for an expansion of library hours by determining how widespread student desire for expanded library hours is, and which hours students would most like to be added. Also, the library staff wished to know: (1) whether students find the library's book and periodical collections adequate to their research needs; (2) whether they find staff approachable

ED 403 921 IR 056 319

Wertsman, Vladimir F.
The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; Biographies; Books; Classification; Economic Climate; *Foreign Countries; Grants; Illiteracy; Information Sources; Job Search Methods; Latin; *Librarians; *Libraries; Library Administration; Library Collections; *Library Research; *Library Statistics; Newspapers; Politics; Publishing Industry
IDENTIFIERS- American Library Association; Library Bill of Rights; Philately; UNESCO Public Library Manifesto; *United States

This book provides current coverage of the present state of libraries and publishing in the United States and abroad. It has almost 1,000 entries and is divided into two sections. The first section is an alphabetical listing of countries from around the world. Each entry provides data about the political and economic condition of the country, illiteracy rate, and ratio of library holdings to inhabitants. More specific information is then included about the number of libraries and their holdings, the number of publishers, and the number of books and newspapers published per year. Libraries of special note are indicated. The second section contains information on quotations about books and librarians; biographical sketches of noted people in the field of librarianship; representations of book-related topics in creative works; and a selection of stamps with books, newspapers, and libraries and a topic. This book also provides a guide to Latin terms used in the book world; information on job search strategies for librarians; library awards and grants; and advice for librarians and supervisors. Appendices contain "ten golden rules" for librarians and library supervisors; the Library Bill of Rights; book classifications; the UNESCO Public Library Manifesto; American Library Association awards; and online and electronic network "smilie" symbols and meanings. (Author/AEF)

ED 403 922 IR 056 323

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
PUB DATE- Jan 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiotape Recordings; Biographies; *Blindness; Books; *Braille; Information Services; *Large Type Materials; Library Collections; *Library Services; *Music; Musical Composition; Music Education; Musicians; Periodicals; *Physical Disabilities; Special Libraries; User Needs (Information)
IDENTIFIERS- Library of Congress; *National Library Service for the Blind

With the cooperation of composers and publishers who grant permission to use copyrighted works, the National Library

ED 403 938 JC 970 101

Hagerstown Junior College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Interdisciplinary Approach; *Learning Activities; Literature; Multicultural Education; *Music Activities; Program Descriptions; Two Year Colleges
IDENTIFIERS- Hagerstown Junior College MD

In 1996, Hagerstown Junior College (Maryland) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The primary goals of the action plan were to create a series of faculty development activities to provide the background and foundation for infusing the curriculum with common threads that bind diverse communities within the American experience. Two colloquia, one discussing the Mennonite, Pennsylvania Dutch, and African American communities, and one discussing the Indian, Iranian, and Greek communities, were held. Three "lunch and learn" activities exploring different facets of culture were conducted. The first panel featured a Native American student, a Ukrainian student, and an immigrant from the Dominican Republic. The second featured an Episcopal priest, a Jewish rabbi, and a Hindu articulating the commonalties and divisions that religion can bring to cultures. The third was a musical presentation by an Irish American and an Iranian American which showed that music is not simply a form of entertainment, but reflects and molds society's values. The basic obstacle for the program was a lack of financial support due to diminishing resources and increased demands on staff. Ideas for infusing unity, diversity, justice, family values, social priorities, and discrimination into the curriculum will advance in January. (HAA)

ED 403 939 JC 970 102

Harrisburg Area Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Interdisciplinary Approach; Learning Activities; *Literature;

ED 403 955 JC 970 118

Rockland Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 9p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community; Community Colleges; *Cultural Pluralism; *Curriculum Development; Hispanic Americans; Identification; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Rockland Community College NY

In 1996, Rockland Community College (New York) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The Task Force on College Pluralism and Identity, appointed in 1990, has made a number of significant recommendations which were adopted as College policy. Primary goals of the action plan included engaging in a series of activities to review and revise the courses in American history and literature and to develop a new interdisciplinary, team-taught course in Latino/a culture. Accomplishments of the program included: revised Learning Activity proposals; a proposal for an interdisciplinary team-taught course on Latino studies; a colloquium on a novel by a Latina feminist; and hosting a live, national call-in video teleconference. None of the activities have yet reached the classroom, although the concept of "conversation" between cultures was discussed at meetings. Problems with team-teaching arising from budget constraints and competition from other multicultural courses are anticipated. The American Studies Learning Community, being offered in spring 1997, is currently facing the problem of low enrollment. Remaining tasks include modifying overly ambitious plans, developing strategies for offering the Latino course as part of a pluralism requirement next year, creating a workshop on faculty development, and increasing the diversity of library holdings. (HAA)

ED 403 956 JC 970 119

San Antonio College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 403 972 JC 970 155

Beachler, Judith A.; Pagtalunan, Jose
Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
PUB DATE- Nov 95
NOTE- 111p.; For the Volume I report of districtwide outcomes, see JC 970 152; for Volume II, see JC 970 156.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Dropouts; Employment; *Graduate Students; *Majors (Students); Program Evaluation; *Satisfaction; Surveys; Two Year Colleges
IDENTIFIERS- Sacramento City College CA

As part of a districtwide follow-up study, California's Sacramento City College (SCC) surveyed 2,075 former students from 1993-94 to gather information on student outcomes and characteristics. This report presents findings for the college by academic program. First, a brief discussion of survey methodology is provided, indicating that surveys were sent to all graduates and certificate earners and a random sample of non-returning students who had not graduated; tables showing response rates are presented, indicating that 763 former students responded; and tables of overall responses are provided. Tables of responses are then presented for occupational education programs, including accounting, administrative of justice, aviation maintenance technology, general business, computer information science, dental hygiene, environmental control technology, nursing, occupational therapy assisting, and office administration. Responses are then presented for general programs, including art, general education or transfer/liberal arts, humanities, interdisciplinary studies, and social sciences, and for students with undeclared majors. For each section of responses, data are provided on student demographics, including completion and attendance status, gender, ethnicity, and age; college experience, including objectives and goals, reasons for not re-enrolling, units completed, license examination outcomes, satisfaction with SCC, rating of services, and benefits in terms of career plans; employment information, including student employment in jobs related and unrelated their studies; and continuing education status, including enrollment and transfer status and problems transferring. (HAA)

ED 403 973 JC 970 156

Beachler, Judith A.
A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
PUB DATE- 96
NOTE- 18p.; For Volume I reports, see JC 970 152-155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Dropouts; Graduate Surveys; Multicampus Districts; *Participant Satisfaction;

ED 403 989 PS 024 842

DeBord, Karen
Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Behavior Standards; *Child Behavior; Classroom Techniques; Developmental Stages; *Discipline; *Discipline Policy; Early Childhood Education; Elementary Education; Punishment; Self Control; Timeout
IDENTIFIERS- *Disciplinary Styles; Parenting Styles

This two-part pamphlet assists parents and teachers in setting appropriate limits on children's behavior. Part 1 begins by illustrating the differences between punishment and discipline. It points to four basic reasons for misbehavior: (1) attention; (2) power; (3) revenge; or (4) inadequacy. Each of these reasons are fully defined, and advice for dealing with the behavior is presented. Developmental milestones in the first two years, the preschool years, and middle childhood are discussed in an effort to characterize meaningful and appropriate expectations of children's behavior. Part 1 ends with a listing of key points addressed in the articles, and activities to assist in setting appropriate limits. The second pamphlet begins with a discussion of the three basic parenting styles: the yielder, the enforcer, and the negotiator. Strategies are presented to help parents and teachers reduce discipline problems, including: (1) proper environment; (2) limits; (3) empathy; (4) share the control; (5) share the reasoning; (6) use choice; (7) maintain self-control; and (8) be consistent. Guidance in dealing with undesirable behavior, including teaching natural consequences, logical consequences, time-out, and redirection, is presented. The guide ends with activities which reinforce key points addressed in the articles. (SD)

ED 403 990 PS 024 887

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
PUB DATE- 95
NOTE- Videotape approved by American Academy of Pediatrics.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Child Abuse; Infant Behavior; *Infant Care; Infants; *Injuries; *Prevention; Violence
IDENTIFIERS- *Shaken Baby Syndrome

Shaken baby syndrome describes the serious injuries that can occur when a very young child is severely or violently shaken, causing the brain to move back and forth inside the skull. The syndrome usually originates when a parent or other caregiver shakes a baby out of anger or frustration, often because the baby would not stop crying or misbehaves. Emphasizing that it is never all right to shake a baby, this 11-minute videotape draws on the experiences of three families with a child injured or killed from violent shaking to describe the nature of

ED 404 009 PS 024 990

Building Strong Communities: Crafting a Legislative Foundation.
PUB DATE- Dec 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Children; Community Involvement; *Community Programs; Community Services; *Community Support; Educational Finance; Educational Legislation; Finance Reform; *Legislation; Policy Formation; Political Issues; Politics of Education; Public Agencies; Public Health Legislation; Public Policy; School Funds; School Support; *Social Action; *State Legislation
IDENTIFIERS- *Legislative Drafting; *Legislative Reform

Public financing for education and an array of other children's services has become a topic of significant political concern. This toolkit is intended to assist state and local leaders, who are charged with writing bills and formulating legislative strategies, to create state/community partnerships that will facilitate the development of comprehensive community support systems. Section 1 outlines the context and rationale for legislative reform; methods for developing legislative strategy; and the toolkit's purpose, contents and intended uses. Section 2 contains sample legislation for comprehensive, community-based support systems, including the following subsections: legislative findings and intent; definitions; strengthening community support systems; building state government collaboration; creating a state child and family fund; and overcoming institutional barriers to state and community support systems. Section 3 is a guide for tailoring legislation to the needs, priorities, and policy context of specific states and is organized to correspond to the sections of the sample legislation, with a rationale and overview for each section. Section 4 is a review and analysis of federal and state legislation for children and families, highlighting key similarities, differences, trends over time, and noteworthy features. Section 5 is a guide to references and sources for related topic areas presented. (SD)

ED 404 010 PS 024 992

Masse-Raimbault, Anne-Marie, Ed.
Food, Nutrition and Development in Ecuador.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Production; Agriculture; Anemia; *Child Health; Children; Developing Nations; Dietetics; *Economic Development; Educational Development; *Family Health; *Food; Foods Instruction; Foreign Countries; Health Education; Health Programs; *International Programs; *Nutrition; Nutrition Instruction; *Technical Assistance; Water Quality; Water Resources
IDENTIFIERS- Andes; *Ecuador; France

This purpose of this journal is to document advances in the

ED 404 027 PS 025 041

Sugimura, Kazumi
Reconceptualization of Identity Exploration by Relatedness.
PUB DATE- Aug 96
NOTE- 8p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; Foreign Countries; Individual Development; Interpersonal Relationship; Interviews; *Research Needs
IDENTIFIERS- Identity (Psychological); *Identity Formation; *Relational Models

Although identity researchers now believe that identity formation occurs not only by separation from others but also in relational contexts, few empirical studies of this concept have been conducted. This paper has three aims: (1) to reconceptualize identity formation to take relational aspects into account, focusing particularly on identity exploration; (2) to present some questions, yielded by this reconceptualization, on identity exploration for future empirical investigations; and (3) to propose a measure (interview questions) to probe identity exploration from the viewpoint of relatedness. The paper defines identity exploration as individuals' skills in considering, making use of, and negotiating with others to make a decision about an important life choice. Questions proposed for investigation include: (1) What persons are involved in the exploration process, and how do they function in it?; (2) What are the processes involved in the regulation between self and other?; (3) What kind of exploration can be distinguished?; and (4) What is the association between one's relational changes and identity exploration? The paper concludes with example questions from a revised version of the Ego Identity Interview developed by Grotevant and Cooper (1981). (EV)

ED 404 028 PS 025 045

Kids Count Alaska Data Book: 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Birth Weight; Child Abuse; Child Neglect; *Children; Child Welfare; Crime; Demography; Dropout Rate; Drug Use; Early Parenthood; Economically Disadvantaged; Family (Sociological Unit); *Incidence; Infants; Mortality Rate; Poverty; State Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- *Alaska

This statistical report examines findings on 15 indicators of children's well-being in Alaska: (1) percent of births with low birth weight; (2) infant mortality rate; (3) child poverty rate; (4) children in single parent families; (5) births to teenagers age 15 to 17; (6) teen (age 16 to 19) high school dropout rate; (7) teens not in school and not working; (8)

ED 404 046   RC 018 927

Huang, Gary Gang
Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
PUB DATE- 22 Oct 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Grade 8; Junior High Schools; Junior High School Students; Language Dominance; Language Maintenance; Language Proficiency; Language Usage; *Mexican Americans; Native Language Instruction; *Parent Influence; *Peer Influence; *Self Esteem; Significant Others; *Spanish Speaking
IDENTIFIERS- *Hispanic American Students; National Education Longitudinal Study 1988

This study examines the conditions under which Spanish proficiency is associated with self-esteem among Mexican American adolescents. The study questions the validity of a gross relationship between Spanish proficiency and self-esteem and postulates that the link is stronger: (1) for youth whose significant others prefer speaking Spanish; (2) for youth who speak Spanish with parents and friends, as opposed to only with one group; and (3) for students attending schools with a high proportion of minority students. The study used data from the National Education Longitudinal Study of 1988 to test the interaction effects. Among the results: (1) Spanish proficiency has a significant positive effect on self-esteem for students who frequently speak Spanish with their fathers, but not for those who spoke Spanish with friends; (2) proficiency's positive effect on self-esteem is greater for those who spoke Spanish with both fathers and friends; and (3) Spanish proficiency is related to self-esteem for students attending schools with high minority rates. In conclusion, Spanish proficiency does not seem grossly related to self-esteem. Rather, it positively influences self-esteem only for Mexican American students who frequently speak Spanish with parents and who attend schools with high rates of minority students. The data suggest that the family is more influential than friends in socializing Mexican American adolescents, and may justify differential policies for home-language maintenance or bilingual programs. (TES)

ED 404 047   RC 019 058

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
PUB DATE- Dec 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Bilingual Education; *Culturally Relevant Education; *Educational Environment; Educational Strategies; Elementary School Curriculum; Elementary Secondary Education; *Parent Participation; Secondary School Curriculum; *State Standards; Statewide Planning

ED 404 064 RC 020 899

Krumm, Bernita L.
Tribal Colleges: A Study of Development, Mission, and Leadership.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *American Indian Education; American Indians; *Colleges; *Culturally Relevant Education; Cultural Maintenance; *Educational Development; Educational Needs; Financial Support; Higher Education; Institutional Mission; *School Community Relationship; *Tribally Controlled Education
IDENTIFIERS- *Educational Leadership

This paper overviews the development of American Indian tribal colleges and identifies effective leadership strategies that have maintained the viability of these institutions. The first tribal college--Navajo Community College in Tsaile, Arizona--was established in 1968. Other landmarks in the development of tribal colleges include creation of the American Indian Higher Education Consortium (AIHEC), passage of the Tribally Controlled Community Assistance Act, creation of the American Indian College Fund, and extension of land-grant status to tribal colleges. Currently there are 31 tribal colleges that are members of AIHEC, serving American Indian students in 12 states and 2 Canadian provinces. The mission of tribal colleges is to focus on individual student development as well as to "preserve, enhance, promote, and teach" tribal culture and language. Tribal colleges attempt to meet the diverse needs of their student population through various student support services. Despite the success of tribal colleges, a need exists to increase the number of Native American faculty and administrators. Administrators of tribal colleges face many problems: lack of proper funding and facilities; faculty recruitment and retention; and student concerns involving financial, transportation, and child care needs. In order to address these concerns, college leaders must maintain a close relationship with their communities; be knowledgeable about local culture; and demonstrate appropriate leadership qualities, including wisdom and spirituality. The future viability of tribal colleges necessitates that tribal college leaders seek university status, which will open additional avenues for federal funding and program development. (LP)

ED 404 065 RC 020 900

Baca, Vincent Z. C. de
Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
PUB DATE- 21 Mar 96
NOTE- 27p.; Paper presented at the Annual Conference of the National Association for Chicana and Chicano Studies (23rd, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; College Faculty; *College Programs; Colleges; *Cultural Pluralism; *Educational Development; Higher

ED 404 081 RC 020 921

Munsell, Steve
Land Access, Protection and Permits.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Camping; *College Programs; *Conservation (Environment); Diversity (Institutional); *Federal Regulation; Higher Education; *Land Use; Natural Resources; Organizations (Groups); *Outdoor Education; Parks; Public Agencies; *Public Policy; Service Learning
IDENTIFIERS- Outdoor Recreation; *Public Lands; Resource Management

This paper summarizes a panel discussion that included 25 students and outdoor education and recreation professionals on issues related to land use and outdoor education and recreation programs. Many participants expressed frustration over inconsistent management policies related to educational and recreational use of public lands. Participants reported that there is no predictable manner in which agencies interpret land use by colleges and nonprofit groups. The panel also pointed out that organizing a collective voice for advocating land use among educational users would be difficult due to the diversity of outdoor education programs. For example, there are college degree programs, noncredit college courses, and college sponsored adventure clubs, all of which use public lands. Another problem area is reaching agreement for defining outdoor education for land permit purposes. For example, land permits for Forestry Service lands are issued by forest rangers based on district requirements, which may vary widely among districts. The panel also addressed problems associated with increased use of public lands and additional demands placed on natural resources. Recommendations included promoting outdoor education as the best source for teaching minimum impact camping techniques, examining the economic benefits of outdoor recreation programs, and demonstrating commitment to land stewardship by incorporating service projects in outdoor education programs. A follow-up meeting of panel participants stressed the need to define the role and purpose of the Association of Outdoor Recreation and Education (AORE) in promoting public land use by outdoor programs and considered land management as a potential critical focus of future AORE conferences. (LP)

ED 404 082 RC 020 922

Attarian, Aram
Re-Establishing a Clean Climbing Ethic.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; *Consciousness Raising; *Conservation (Environment); *Conservation Education;

ED 404 098 SE 052 887

Vosniadou, Stella
Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Astronomy; Beliefs; Cognitive Processes; *Cognitive Restructuring; *Cognitive Structures; *Curriculum Design; Curriculum Development; Elementary Secondary Education; Metacognition; *Misconceptions; *Science Curriculum; Science Education; Science Instruction; Scientific Concepts; Student Characteristics
IDENTIFIERS- *Mental Models

This document examines children's and adults' knowledge of observational astronomy and characterizes the kinds of mental models students form when asked questions in astronomy. Mental models were grouped into three categories: intuitive, synthetic, and scientific. Implications for the design of curricula and for instruction are identified. In designing curricula in domains where learning requires the restructuring of prior knowledge, particular attention must be paid to the sequence in which the various concepts that comprise a given domain are introduced. It is suggested that instruction consistent with the sequence of acquisition of these concepts will be more successful than instruction that is not. The texts written should provide adequate explanations of the scientific concepts that are introduced, explanations that take into account the mental models and entrenched beliefs the students may have based on their everyday experience. Particular attention must be paid to providing students with situations that make them realize that what they may consider as facts about the world may be interpretations subject to falsification, and that sometimes there can be good reasons for replacing their existing beliefs with a new explanatory framework. Contains 35 references. (Author/MDH)

ED 404 099 SE 053 211

Jenkins, Frank
Enseignement des Sciences STS: Pour unifier les buts de l'enseignement des sciences. (STS Sciences Education: Unifying the Goals of Science Education).
PUB DATE- 92
NOTE- 64p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Elementary Secondary Education; Foreign Countries; *Science and Society; Science Education; Science Programs; Teaching Methods; Teaching Models; Technology Education
IDENTIFIERS- Alberta; *Science Technology and Society Courses

This monograph provides a comprehensive description of the science technology, and society (STS) movement in science education. The STS approach strives to broaden the scope of

ED 404 116 SE 054 483

Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).
PUB DATE- 93
NOTE- 88p.
LANGUAGE- French; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *English; Foreign Countries; *French; *Mathematical Vocabulary; Mathematics Education; Secondary Education
IDENTIFIERS- Alberta; Canada

Mathematics teachers in Canada often need to understand equivalent mathematical terms in French and English. To address that need, this provisional lexicon of 635 French and English terms was developed for mathematics courses from grades 7 through 12. Terms are first listed alphabetically in English with the equivalent French term or expression given, including the gender of French nouns. Terms are then listed alphabetically in French with the equivalent English term or expression given. (MDH)

ED 404 117 SE 054 552

Reys, Robert E.; Nohda, Nobuhiko
Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
PUB DATE- 94
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Calculators; *Computation; *Cross Cultural Studies; Elementary Secondary Education; *Estimation (Mathematics); Foreign Countries; Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- *Japan; Mental Computation; *United States

This book, written by participants of a joint Japan-United States seminar, drawing upon years of classroom and research experience, examines how computation applies in basic and far-reaching ways, starting in early childhood and continuing throughout individuals' lives. The book presents both the Japanese and American views of computational alternatives--mental, written, with calculators, and through estimation--and their implications for school mathematics at all levels. The essays are categorized into the following sections: (1) "Similarities and Differences--Mental Computation in Japan and the United States," (2) "Similarities and Differences--Computational Estimation in Japan and the United States," and (3) "Similarities and Differences--Calculator Use in Japan and the United States." Contains 170 English and 49 Japanese references. (MKR)

ED 404 118 SE 054 719

Recycling Lesson Plans.
PUB DATE- Mar 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 404 138 SE 054 980

Cormie, George; And Others
Biology 20-30: Background, Exemplars and Resources.
PUB DATE- 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Educational Resources; Foreign Countries; *Science Curriculum; *Science Education; Science Programs; *Secondary Education
IDENTIFIERS- Alberta

This document is designed to provide practical information for teaching the Biology 20-30 Program of Studies. The first section provides an overview of Biology 20, explaining the program philosophy and depth of coverage of some of the objectives. The use of concept connections and teaching a course around major science themes is described, as well as how the program articulates with the junior and senior high science courses. Section two contains four units. Unit one, "The Biosphere," demonstrates the nature of science through the use of model building. Unit two, "Energy Flows and Cellular Matter," deals with energy and matter cycling through the subcellular systems. Unit three, "Energy and Matter Exchange in Ecosystems", provides a linkage between the biosphere and the cellular phenomena discussed in the two previous units by studying energy and matter flow in certain diverse ecosystems. Unit four, "Energy and Matter Exchange by the Human Organism," examines physiological processes that mediate the interactions between organisms and their environment. The final section provides detailed information on a great variety of resources that support the implementation of this program. (ZWH)

ED 404 139 SE 054 981

Blades, David; And Others
Science 20-30: Background, Exemplars and Resources.
PUB DATE- 94
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Earth Science; *Educational Resources; Energy; Foreign Countries; Matter; Motion; *Science Curriculum; *Science Education; *Science Instruction; Science Programs; Secondary Education
IDENTIFIERS- Alberta

This document is designed to provide practical information for teaching the Science 20-30 Program of Studies. The first section provides an overview of Science 20, explaining the program philosophy as well as clearly demonstrating how the program articulates with the junior and senior high science courses. The use of concept connections and teaching a course around locally developed themes is described. Section two contains four units. Unit one, "The Changing Earth," emphasizes change and diversity. Unit two, "Changes in Living Systems," emphasizes the themes change, energy, matter, and systems. Unit three, "Chemical Changes," emphasizes change, energy, and matter. Unit four, "Changes in Motion," emphasizes change and motion. The final section provides detailed information on a

ED 404 156 SE 059 664

Kupkowski, Gary; And Others
Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
SPONS. AGENCY- Forest Service, St. Paul, MN. North Central Experiment Station.
PUB DATE- 96
NOTE- 175p.; The staff of the Morton Aboretum helped design the curriculum.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Elementary Secondary Education; *Environmental Education; *Forestry; *Hands on Science; *Interdisciplinary Approach; Science Activities; *Science and Society; Trees; *Urban Education

The curriculum in this program has been developed for the elementary, middle, and high school levels. Each level builds on the other, and forms a "thread of skills" that are upgraded at each level. The program is divided into two components. The first component is for the development of a school arboretum, tree walk, and herbarium. The second component of the program is an ability tiered curriculum presented in the form of student laboratory exercises and accompanying teachers' guides. Extrapolations called "blowouts" for each exercise are noted, including a bibliography and source notation. The guide has five areas of activity: (1) tree identification and inventory; (2) characteristics of trees; (3) soil conditions for trees; (4) condition of trees; and (5) tree care and planting. An appendix with additional or summative type activities is included. These appended activities can be used by schools, park districts, after hour's science clubs, gardening clubs, and state and local conservation programs. (DDR)

ED 404 157 SE 059 673

Narum, Jeanne L., Ed.
Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Nov 95
NOTE- 255p.; For Volumes 1 and 2, see ED 351 187-188.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Design; *Facility Planning; Financial Support; Higher Education; *Science Education; *Undergraduate Study

The goal of this handbook is to enable those who plan structures for undergraduate science communities to see the process as evolutionary and organic, a process integrally related to ongoing efforts to provide a quality learning experience for the students on the campus. The handbook presents many of the questions that need to be addressed as planning proceeds, and suggests some possible answers to these questions from those with recent experience with facilities projects. The architectural case studies presented throughout include further ideas about how individual institutions have answered questions

ED 404 176   SE 059 718

Abedi, Jamal; And Others
Language Background as a Variable in NAEP Mathematics
  Performance. NAEP TRP Task 3d: Language Background Study. Final
  Deliverable.
SPONS. AGENCY- National Center for Education Statistics (ED),
  Washington, DC.
PUB DATE- Jul 95
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary
  Education; *Language Minorities; Language Role; *Language
  Skills; *Mathematics Tests; National Competency Tests;
  Standards; *Student Evaluation; Test Construction; *Test Items
IDENTIFIERS- *National Assessment of Educational Progress

This study examines the linguistic features of the National Assessment of Educational Progress (NAEP) mathematics test items and investigates the significance of language-related variables for NAEP's assessment in the content area of mathematics. The continuing increase in the number of language minority students in classrooms nationwide has brought the issue of language impact on assessments to the forefront. The goals of this study were to explore whether NAEP data confirmed that language background significantly affects mathematics item performance, and to discover whether revisions of the language in the items had an effect on student performance. The study was conducted in two phases: (1) analysis of extant data from the NAEP main assessments in 1990 and 1992, and (2) field research in which linguistically complex items and their revised counterparts were administered to eighth grade students in the greater Los Angeles (California) area. Phase two consisted of three studies: (1) a Student Perceptions Study, (2) an Accuracy Test Study, and (3) a Speed Test Study. Analysis of existing NAEP data and results of the Student Perceptions Study revealed significant effects of language background on performance. The results of the Accuracy Test Study and the Speed Test Study showed no significant differences. The precise nature of the interaction between linguistic discussions and other background variables is complex and warrants further research. Ultimately, this study shows the interaction between language and mathematics is real. Contains 109 references. (DDR)

ED 404 177   SE 059 719

Goos, Merrilyn
How Do You Know When You Understand? Using Explanation To Monitor
  and Construct Mathematical Understanding.
PUB DATE- Oct 95
NOTE- 20p.; Paper presented at the Postgraduate Research
  Conference Commemorating 50 Years of Education Studies at the
  University of Queensland (Brisbane, Queensland, Australia,
  October 13-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Cognitive
  Structures; Concept Formation; Cultural Context; Educational
  Change; Foreign Countries; Interpersonal Relationship;

ED 404 197 SO 023 774

Kowalski, Jacek; And Others
Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
SPONS. AGENCY- Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Education; Curriculum Development; Democracy; Educational Games; *Experiential Learning; Foreign Countries; Secondary Education; Student Participation
IDENTIFIERS- *Poland

This document describes a program that will give Polish students the opportunity to learn about the political institutions of their country and the linkages among these institutions. Because knowledge of the structure and operating principles of central governing institutions is relatively poor among Polish youth, the Civis Polonus program was developed to enable students to observe the operations of the Polish political system directly and indirectly through simulations and educational games. In the course of five days spent in Warsaw, 50 students and 10 teachers from across Poland had the opportunity to observe the methods involved in decision making by the major branches of the national government. Long term program goals include: (1) closing the gap between young citizens and their elected representatives; (2) learning about the operations of major governmental institutions; (3) stimulating young citizens' interest in the activities of these institutions; (4) stimulating the institutions' interest in the problems associated with disseminating the information concerning the functioning of the Polish political system to Polish youth; (5) increasing the levels of activity among young people in their educational and local environments; and (6) initiating local programs that would be modeled on this program. The booklet lists the materials that will be prepared for the program. Requirements for participants are listed. A time line and outline of activities are included. (DK)

ED 404 198 SO 024 060

Caddick, Airini
Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
PUB DATE- Dec 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Cross Cultural Studies; Cultural Awareness; *Cultural Images; Cultural Influences; *Cultural Interrelationships; Elementary Education; *Ethnic Groups; Ethnic Stereotypes; Foreign Countries; Maori (People); *Periodicals; Racial Attitudes
IDENTIFIERS- New Zealand; Pakehas (People)

Sixty-nine School Journals, magazines for New Zealand students from 7 to 13 years old, were surveyed to examine the representation of ethnic groups and cultures. The magazine issues from 1979 and 1987-1990 featured 760 items (e.g.,

ED 404 215 SO 024 450

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
PUB DATE- Mar 94
NOTE- 12p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; *International Cooperation; International Education; *International Educational Exchange; Science and Society; *Science Instruction; *Universities

This report of the third session of the International Commission on Education for the Twenty-First Century describes the two main items on its agenda: the teaching of the sciences, and the production of knowledge, mentioning in this connection the particular role of the universities. From these debates and deliberations arose a number of central ideas that provided a framework for the suggestions concerning these two items. The three central ideas from the debate on education and science included: (1) questions on the meaning of science; (2) the amgibuous role of science with regard to cultures and societies; and (3) science as a factor for individual evolution. The teaching of sciences is discussed. Education must arrange two approaches to science: (1) the learning of curiosity about the natural and technical environment; and (2) access to mathematics, which is both an instruction in logic and a way of expressing the world, particularly for the 21st Century, where the things that science deals with are increasingly abstract and invisible. The prior condition of access to mathematics is command of language. The report distinguishes between four levels in the teaching of science, which, though interdependent, are covered by different recommendations: (1) basic or primary education for children; (2) secondary education; (3) higher education, of which universities are only a part; and (4) continuous education or the popularization of science for adults. Central ideas on the production of knowledge and the multiple role of universities and higher education in general include: (1) the development of the different sciences; and (2) the future of scientific and university systems. (DK)

ED 404 216 SO 024 451

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
PUB DATE- May 94
NOTE- 18p.; For related items, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society);

ED 404 236 SO 026 461

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
PUB DATE- Nov 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Cultural Exchange; Culture; Culture Contact; Exchange Programs; Foreign Countries; Global Education; Grade 7; Intercultural Programs; *International Relations; Junior High Schools; *Multicultural Education
IDENTIFIERS- Alberta; Canada; Japan (Hokkaido)

This teaching unit celebrates the 15th anniversary of the twinning of the prefecture of Hokkaido (Japan) and the province of Alberta (Canada) by providing students opportunities to learn more about the two areas and their relationships. Coordinated to address objectives in the grade 7 program of studies on cultural transition, the activities include: (1) introductory activities about twinning and a role play about a student exchange; (2) development activities describing where and what it is like in Hokkaido, and what students and adults do there; and (3) culminating activities that celebrate the twinning of Hokkaido and Alberta. The materials can be adapted to meet learner needs. (EH)

ED 404 237 SO 026 467

Houser, Neil O.
Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Equal Education; Higher Education; Intermediate Grades; Interpersonal Relationship; Junior High Schools; *Middle Schools; Social Influences; *Social Studies; Student Attitudes
IDENTIFIERS- *Middle School Students; United States (Northwest)

Although specific definitions and approaches vary, social studies generally involves some form of citizenship education conducive to promoting the greater good of society. Such education is limited neither to academic subjects nor to formal educational processes. In addition to learning the discipline's body of knowledge, citizenship education also requires development of an ethic of caring and community, increased capacity for social criticism and self-reflection, identification with a broader cross-section of others, and greater commitment to acting on the basis of one's understandings and convictions. Although informed by academic study, such development is perhaps most influenced by everyday social interaction. This report, based upon a middle school ethnography, examines the influence of social interaction on citizenship education. Particular attention is focused on the ways the experiences of "mainstream" middle school students can be used to promote self-development for the greater good of society. Contains 41 references. (Author/JAG)

ED 404 260 SO 026 795

Snyder, Howard N.; Sickmund, Melissa

Juvenile Offenders and Victims: A National Report.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

PUB DATE- Aug 95

NOTE- 192p.; Related software, "Easy Access to FBI Arrest Statistics" and "Easy Access to Juvenile Court Statistics," available from the National Center for Juvenile Justice free of charge.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Court Role; Criminal Law; *Delinquency; Delinquent Rehabilitation; Due Process; *Juvenile Courts; *Juvenile Justice; Law Enforcement; *Law Related Education; Secondary Education; Secondary School Students; Social Problems; Statistical Data; Victims of Crime; Youth Problems

IDENTIFIERS- Youth Studies

Consolidating the most requested information on juvenile offenders and victims in the United States, this report presents statistical data in a user friendly format. The report is designed as a series of briefing papers on specific topics and contains short sections designed to be read in isolation from other parts of the report. The report is divided into seven chapters: (1) "Juvenile Population Characteristics"; (2) "Juvenile Victims"; (3) "Juvenile Offenders"; (4) "Juvenile Justice System Structure and Process"; (5) "Law Enforcement and Juvenile Crime"; (6) "Juvenile Courts and Juvenile Crime"; and (7) "Juveniles in Correctional Facilities." (Although primarily intended as a reference for the juvenile justice community, the document can also serve as a reference for teachers in law-related education (LRE) settings containing criminal justice components.) The report includes graphs, charts, maps, and diagrams. The inside cover of the report lists sources of additional information. Contains 19 references. (TSV)

ED 404 261 SO 026 804

Fier, Harriet, Ed.; And Others

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.

PUB DATE- 94

NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Active Learning; *American Studies; *Citizenship; *Civics; Communication Skills; Critical Thinking; Culture; *Democracy; Elementary Education; Multicultural Education; *Social Studies

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept of respect for self and others. Unit parts include: (1) video preview; (2) suggestions for

ED 404 284 SO 027 528

Stewart, Kelly
Architecture. Intermediate ThemeWorks. An Integrated Activity Bank.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Education; *Architecture; Art Activities; Art Education; Grade 4; Grade 5; Grade 6; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Structural Elements (Construction); Thematic Approach; Units of Study; Visual Arts

This resource book offers an activity bank of learning experiences related to the theme of architecture. The activities, which are designed for use with students in grades 4-6, require active engagement of the students and integrate language arts, mathematics, science, social studies, and art experiences. Activities exploring the architectural theme include: (1) "Form and Function"; (2) "I Am an Architect"; (3) "On the Construction Site"; (4) "Building Materials"; (5) "All about Structure"; (6) "Environmental Influences"; (7) "Egyptian Pyramids"; (8) "Classical Greek Order"; (9) "Roman Arch and Vault"; (10) "Medieval Castles and Cathedrals"; (11) "Chinese and Japanese Style"; (12) "Islamic Architecture"; (13) "Pre-Columbian Architecture"; (14) "Native American Dwellings"; (15) "At Home in North America"; (16) "Looking at Modern Architecture"; (17) "Touching the Sky"; (18) "Building Bridges"; (19) "Outdoor Design"; (20) "Architects in the Animal World"; and (21) "Final Presentation." This resource includes blackline masters, a curriculum chart listing each subject area and the learning goals for each activity, and a 56-item resource list. (MM)

ED 404 285 SO 027 529

Hurwitz, Johanna
Leonard Bernstein: A Passion for Music. A JPS Young Biography.
PUB DATE- 93
NOTE- 74p.; Illustrated by Sonia O. Lisker.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Books (010)
DESCRIPTORS- Biographies; Cultural Influences; Elementary Education; Intermediate Grades; *Judaism; Musical Composition; *Music Education; *Musicians; Music Teachers
IDENTIFIERS- *Bernstein (Leonard); Composers (Music); Conducting (Music); Pianists

Written for juveniles, this biography of Leonard Bernstein, the master musician, conductor, composer, and music educator, provides a resource for students of his life and work. Particular attention is paid to the influences that inspired Bernstein's work, his U.S. education, and his love for teaching. Bernstein's pride in his Jewish heritage is described in discussions of his work with the Israeli Philharmonic and in two of his compositions ("Jeremiah Symphony," and "Kaddish Symphony") which are based on Jewish melodies and prayers and that commemorate the death of John F. Kennedy. A time-line of important life-events is provided. The text concludes with an 8-item bibliography and an index. (MM)

Each of New Mexico's public higher education institutions was asked to provide information on their extended learning activities in 1994-95, their planned activities for 1995-96, their funding needs and priorities, and preliminary extended learning cost information. Twenty of 24 institutions were able to provide the requested information. For this survey, extended learning was defined as the full range of available and developing modes for bringing instruction to learners and includes all off-campus courses offered within New Mexico for resident academic credit by the postsecondary educational institutions. Seventeen institutions reported extended learning activities, offering a total of 983 courses to students (51 percent of whom were at the undergraduate level). Two-thirds of the courses were provided by four-year institutions. Ten institutions used technological delivery of instruction; 13 institutions sent faculty to remote sites; and six institutions did both. The number of extended learning courses increased 45 percent over 1993-94 and the courses were available in 71 communities, primarily through the growing statewide Extended Learning Initiative. To insure the development of coordinated and interconnected regional and statewide extended learning programs, it is imperative that the state of New Mexico provide adequate financial support. (JLS)

ED 403 850 HE 029 895

Thelin, John R.
Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College Athletics; Competition; *Educational Change; *Educational Finance; *Educational History; Higher Education; Institutional Mission; Intercollegiate Cooperation
IDENTIFIERS- Athletic Abuses; Athletic Administration; Knight Report on Intercollegiate Athletics; *Reform Efforts

This book chronicles the history of intercollegiate athletics from 1910 to 1990, from the early glory days of Knute Rockne to the modern era of big budgets, powerful coaches, and pampered players. It describes how sports programs, although seldom accorded official mention with teaching and research in a university mission statement, have become central to university life. As administrators search for a proper balance between athletics and academics, the particular institution of college sports grows increasingly powerful and controversial. In 1991, the Knight Foundation Commission report called for a new model of college sports whereby intercollegiate athletics would keep faith with the "student-athlete" ideal. The plan called for college presidents to give renewed attention to academic integrity, financial integrity, and program accountability through certification. Despite these recommendations and even though highly publicized scandals have been conspicuous events in college sports history, the universities and the public have come to accept illegal and unethical activities. In fact, financial problems have been a stronger force for rethinking and reforming priorities in intercollegiate athletics than moral outrage with even Ivy League institutions reducing their athletic programs by dropping selected varsity sports in cost-cutting moves. (Contains 175 references.) (JLS)

This book explains how to use the Internet and provides practical tips and project ideas that will help teachers turn the Internet into a useful tool for the classroom. The introduction presents 10 approaches that teachers and students can use to avoid common pitfalls. Project ideas are included for all grade levels and for varying levels of connectivity. Also, technical points that are not essential, yet are useful to know about are included. Eight chapters comprise the book: (1) The Role of the Internet in Today's Classroom; (2) Getting Connected; (3) Bringing the Internet into the Classroom; (4) Communicating over the Internet; (5) Exploring the World Wide Web; (6) Gophers; (7) Additional Internet Tools; and (8) Bringing the Internet into Schools. Appendices include a sample acceptable use policy and a list of selected useful links to curriculum resources on the Internet. A glossary and index are also included. (Contains 29 references.) (AEF)

ED 403 869 IR 018 224

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
PUB DATE- 96
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Distance Education; Educational Finance; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); Graphs; Multimedia Materials; *Public Schools; Questionnaires; School Districts; School Statistics; *Statistical Surveys; Tables (Data); Technological Advancement; Telecommunications; *Trend Analysis
IDENTIFIERS- United States

This report focuses on the present and projected usage of technology within United States school districts and schools. The trends and projections outlined in this report are based upon an analysis of 1995-96 school year data as compared with similar data collected since 1987. Data are presented in four major sections: (1) Methodology, (2) Executive Summary, (3) Survey Results, and (4) Appendices. The Methodology section explains how the survey sample was selected and weighted to yield a more accurate view of the installed base and purchasing plan information included in this report. The Executive Summary presents key trends; an analysis of year-by-year results; projections; and the overall effect of technologies on K-12 education. Survey results are discussed in the third section. The bulk of this report is comprised of graphs and tables drawn directly from raw numbers collected through the ninth annual sample survey questionnaire. The results are divided into the following sections, and each begins with a brief introduction and summary of the data: Spending, Computers and Software, Multimedia, Telecommunications and Online Services, Networks, Distance Learning, and Future Technologies. The Appendices section of the report contains tables showing detailed decentralized decisionmaking in the past 3 years, new including district size. Copies of the district and school questionnaires are included at the conclusion of the report. (AEF)

ED 403 870 IR 018 225

Technology in Public Schools. Installed Base Technology in U.S.

items retrieved; the user doesn't need to know all the synonyms of a search term to bring up a topic; and the serendipitous discovery of related items. As opposed to using standard library classification systems, Yahoo! creates its own classification system. Yahoo! currently receives thousands of submissions each day. Every site added is examined by a human being. The suggested category (that which the submitter selects) is used as a guide. Subject lists are organized on a dedicated server and distributed among the catalogers. The cataloger selects an item from the list and a display is brought up. There are fields for title, URL, contact person, geographic location, descriptive comment, and indicators for the presence of Java and VRML. Users can search for information in Yahoo! in two ways. One is by browsing the subject tree and the other is by keyword search. The Yahoo! search can also be incorporated into browsing. (AEF)

ED 403 887   IR 056 259

Scheschy, Virginia M.
Technical Services and the World Wide Web.
PUB DATE- 26 Apr 96
NOTE- 7p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cataloging; Classification; Information Networks; *Information Sources; Internet; *Librarians; Library Acquisition; *Library Technical Processes; Online Searching; *World Wide Web
IDENTIFIERS- Library of Congress

The World Wide Web and browsers such as Netscape and Mosaic have simplified access to electronic resources. Today, technical services librarians can share in the wealth of information available on the Web. One of the premier Web sites for acquisitions librarians is AcqWeb, a cousin of the AcqNet listserv. In addition to interesting news items, access is provided to bibliographic utilities, online library catalogs, the Library of Congress, some general reference sources, and other Web sites. Vendor and publisher home pages have become an excellent source for verification and collection development tools. Other online services to assist with the acquisitions process include a currency converter that provides the currency equivalents for American dollars, Canadian dollars, English pounds, and German marks. It is also possible to obtain digital alternatives to print copies for some titles. The dependence of the library community on shared cataloging makes it critical that catalogers abide by the same standards, which means using the Library of Congress classification system. In addition to Marvel, the Library of Congress Gopher, the Library of Congress has a home page on the Web which features a number of resources of interest to technical services. Another important resource for catalogers is the OCLC web site. While serials librarians will find many of the resources related to acquisitions and cataloging of considerable interest, there are also home pages with a distinctly serials focus. One of the best ways for technical services staff to have access to Web-based electronic and helpful; (3) whether they are able to find desired materials as well as a quiet place to study; (4) whether they are able to use library equipment with a minimum of fuss; (5) whether they find the use of debit cards for copying convenient; and (6) whether they find library policies generally fair. The methodology used in this study was visiting randomly-selected individual classrooms. The return rate was very high and none of the students visited refused to complete a survey form. Analysis of the responses revealed that, despite some complaints, students are generally satisfied with library hours, services, and policies. However, students would like the library to remain open until midnight on weeknights and more hours on weekends. Some students noted that staff were rude, impatient, or not available when they needed assistance. The most frequent complaints about the collection were that more journals are needed and that the journals need to be on the shelves. Improvements of the problem areas are recommended. Appendices include: a list of courses included in this survey; letter to the faculty; survey form with frequencies and percentages; transcript of comments; comment tally by frequency; comment tally by subject; frequency statistics by variable; and comment codes. (AEF)

ED 403 905 IR 056 282

Pitkin, Gary M., Ed.
The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
PUB DATE- 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Networks; Consortia; *Electronic Libraries; *Futures (of Society); Higher Education; *Information Technology; Librarians; Library Administration; Library Automation; Library Collection Development; Library Education; Library Facilities; *Library Role; Library Services; Library Technical Processes; *National Libraries; Public Sector; Strategic Planning
IDENTIFIERS- Historical Background

As a reference guide for library professionals, this volume helps librarians prepare for the future in the growing electronic environment by examining the historical and theoretical background of the National Electronic Library and assessing the role of libraries in the past, present, and future. The book is divided in two sections: "The National Electronic Library" and "Facilities, Services, and Planning in the Revolutionized Environment." The book consists of an introduction (Gary M. Pitkin) and twelve chapters: (1) "The National Electronic Library: The Environment Personified" (Joy Reed Hughes and Karyle S. Butcher); (2) "Consortia and the National Electronic Library" (Alan N. Charnes); (3) "The Academic Institution and the National Electronic Library" (Thomas M. Peischl); (4) "The Public Enterprise and the National Electronic Library" (Agnes M. Griffen); (5) "Library Education and the National Electronic Library" (Faye N. Vowell); (6) "Reengineering Existing Buildings To Serve the Academic Community" (Delmus E. Williams); (7) "The Architect's Point of View" (Craig Hartman, John Parman, and Cheryl Parker); (8) "Collection Development in

Service for the Blind and Physically Handicapped (NLS) of the Library of Congress selects and produces music scores in braille and large-print formats, and music magazines and books about music and musicians in large-print, braille, and recorded formats. People interested in music materials receive them directly from NLS in Washington, D.C.; materials are sent to borrowers and returned to NLS by postage-free mail. Music patrons nationwide can call the NLS at a toll-free number. Anyone who is unable to read or use standard printed materials as a result of temporary or permanent visual or physical limitations may receive service. Six music magazines are offered by direct mail to eligible readers. The music collection, made up of about 30,000 books, scores, and instructional recordings, is a major resource for blind, partially sighted, and physically handicapped musicians, music students, and others who enjoy music. Materials in braille make up the largest portion of the collection. Enlarged scores with a minimum of 14-point type size and a staff size of one inch are available for voice, piano, and other instruments. The material on audio discs and cassettes includes music theory, appreciation, and history; biographical sketches of musicians and their art; interviews and master classes; and instruction for various instruments. Musical recordings intended solely for entertainment are not part of the free program. An order form is included, along with a checklist of materials. (AEF)

ED 403 923 IR 056 324

Regional and Subregional Libraries for the Blind and Physically Handicapped.
PUB DATE- Sep 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Recorders; Audiotape Recordings; *Blindness; Braille; Information Dissemination; *Library Services; Nonprint Media; Periodicals; *Physical Disabilities; *Regional Libraries; Special Libraries; Talking Books
IDENTIFIERS- *Library of Congress; National Library Service for the Blind

In cooperation with a network of regional and subregional libraries, the Library of Congress provides a free library service to persons who are unable to read or use standard printed materials because of a visual or physical impairment. Books and magazines in recorded form (talking books) or in braille are delivered to eligible readers by postage-free mail and are returned in the same manner. Specially designed record players and cassette players are also loaned free to persons borrowing talking books. The regional library or libraries listed under each state in this directory provide a full range of library services to handicapped readers. States are listed alphabetically. Listings include name of library and address; contact person; phone and fax numbers; telecommunication-device-for-the-deaf and In-WATS numbers where available; and, in some listings, electronic mail address and web site. In many states, readers receive talking books through subregional libraries. In addition, these libraries offer their handicapped readers reference and readers' advisory services. Eligible United States citizens residing in foreign countries are served directly by the National Library Service for the Blind and Physically Handicapped. (AEF)

ED 403 924 JC 970 087

Multicultural Education; Program Descriptions; Seminars; Two Year Colleges
IDENTIFIERS- Harrisburg Area Community College PA

In 1996, Harrisburg Area Community College (Pennsylvania) participated in the American Association of Community Colleges' Exploring America's Communities project, works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The project's primary goal was to bring English teachers together for meetings every three weeks to discuss the writings of African Americans, Latinos, Native Americans, women, and others. The discussions emphasized the social elements that unite Americans. Other elements of the program's implementation included seminars, content speakers, readings, vidoeconferences, meetings, and course outline and syllabus reviews. Accomplishments were as follows: (1) a mulitcultural reader was selected for English instructors; (2) discussion meetings were organized for fall 1996; (3) a videoconference was held; (4) grant activities were published in newsletters; (5) reports were made campus wide; (6) a mentor visited the college; (7) a novel was selected for future meetings; and (8) the faculty discussed an article called "Finding Ourselves in Multiculturalism." Obstacles that the program faced included finding that one of the novels on the group's reading list was out of print and a lack of time. Faculty and students still need to continue the conversations, plan for a seminar leader or videoconference, discuss assignments, consider giving a teacher release time to oversee the project in the future, and continue to report progress to appropriate campus bodies. (HAA)

ED 403 940 JC 970 103

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; *Community Colleges; *Cultural Pluralism; History; Interdisciplinary Approach; Literature; Multicultural Education; Program Descriptions; *Remedial Reading; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Hudson County Community College NJ

In 1996, New Jersey's Hudson County Community College (HCCC) participated in the American Association of Community Colleges' Exploring America's Communities project, works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The primary goal of HCCC's project was to provide reading materials and writing assignments that will help students in developmental courses develop college-level skills while reinforcing their knowledge of American culture. Specific objectives included developing a course anthology of readings on eight topics, an oral history project, and faculty development workshops. Much progress has been made in the collection of materials for the developmental

DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; Curriculum Development; Ethnic Studies; History Instruction; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Sociology; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- San Antonio College TX

In 1996, Texas's San Antonio College (SAC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The college's plan to enhance teaching and learning about American pluralism and identity is to offer a new course beginning in Spring 1997 entitled "American Pluralism and Identity." This team-taught course will allow students to explore the sociology, historical development, and literary expression of the German-American, African-American, and Mexican-American communities. Goals that have been met include the following: (1) faculty have been selected; (2) a comprehensive syllabus has been written; (3) guest speakers have been recruited; (4) field trips have been arranged; (5) the new course has been approved and listed in the spring 1997 schedule; and (6) a colloquium on American pluralism has been created. The two primary areas where the program encountered difficulties were in recruiting students for courses and the unwillingness of faculty to change. Continuing student recruitment, final approval from the SAC Board of Trustees, and assuring articulation with the University of Texas still remain to be completed. Because the course has not yet been taught, student responses have not been compiled. (HAA)

ED 403 957 JC 970 120

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; Curriculum Development; *Humanities Instruction; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; United States Literature
IDENTIFIERS- Santa Rosa Junior College CA

In 1996, Santa Rosa Junior College (California) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The college's goals included the following: providing an ongoing forum where the various humanities disciplines can discuss their varying perspectives; initiating a college-wide conversation of American values and culture; promoting, enriching, and refining Humanities offerings; and providing the means and inspirations for faculty to develop courses to fulfill the proposed Intercultural Degree Requirement. To accomplish these goals,

Program Effectiveness; *Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Los Rios Community College District CA

In 1995, the three colleges in California's Los Rios Community College District (LRCCD) surveyed 6,151 former students from 1993-94 to gather information on student outcomes and characteristics. This report presents Volume II of the survey results, providing four brief analyses of the responses presented in Volume I. The first report provides a profile of former students and their satisfaction with LRCCD, focusing on the relationships between student characteristics and choice of an occupational or general education program, program completion, dropout behavior, and levels of satisfaction with their educational experience at the District. The second report presents a profile of former LRCCD students who continued their education after leaving a District college, outlining the demographic characteristics of those who chose to continue their education and summarizing their opinions regarding the preparation they received at their college. The third report presents a demographic portrait of former students who were employed, summarizing their opinions regarding the usefulness of their education in performing their jobs and their salaries and wages. The final report examines differences in responses by non-returning students and by degree and certificate earners, summarizes the demography of the survey population, and compares respondent characteristics to the entire 1993-94 former student population. (HAA)

ED 403 974 JC 970 157

Beachler, Judith A.
Fall 1996 Student Profile Based upon Fourth Week Census Data.
PUB DATE- Oct 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; *Attendance Patterns; Community Colleges; *Enrollment Trends; Minority Groups; Profiles; *School Demography; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Los Rios Community College District CA

Each year, California's Los Rios Community College District develops a profile of current students to provide data on student demographics and enrollment trends. Data are drawn from fall fourth week census reports issued to the three District community colleges each September. Data collected for fall 1996 indicated the following: (1) after a 3-year decline beginning in 1991, enrollment stabilized in fall 1994, declining by less than .02% from the previous year; (2) between fall 1995 and fall 1996, enrollment increased by 3.5%, the first annual increase since 1990; (3) although weekly student contact hours decreased each year from 1992 to 1994, they increased by 3.2% between fall 1994 and fall 1995; (4) the proportion of ethnic minorities in the District's student body increased from 28% in 1986 to 40% in 1996; (5) in fall 1996, White students comprised 56.6% of the student body, Asians 16.1%, Latinos 11.5%, African Americans 10.4%, and Native Americans 2.1%; (6) the proportion of students 20 years of age and under decreased from 34% of enrollment in 1978 to 26% in fall 1996, while students ages 30 and over increased from 30% to 39%; and (7) in fall 1996, 41.7% of students were taking fewer than 6 units, 30.7% were taking between 6 and 11.9 units, and 27.6% were taking 12 or more units. (HAA) injuries resulting from shaking. These include blindness or eye damage, spinal cord injuries, brain damage, and death. The tape also offers suggestions adults can use to calm down when dealing with a frustrating infant or toddler, such as counting to ten, taking time out and allowing the child to cry alone, and asking for emotional support or assistance to determine a health reason for the child's crying. (HTH)

ED 403 991 PS 024 889

Bronfenbrenner, Urie; And Others
The State of Americans: This Generation and the Next.
PUB DATE- 96
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Crime; Demography; Economic Factors; Educational Change; Family (Sociological Unit); Family Characteristics; Futures (of Society); Relationship; *Social Change; *Social Indicators; *Social Problems; Youth Problems

Politicians and the media typically focus on single issues, positing simplistic solutions for complex problems--solutions that cannot work because they fail to take into consideration how different social problems influence and affect each other. This book provides a guide to key social factors, highlighting the critical interrelationships among these factors. The articles are: (1) "Youth: Changing Beliefs and Behavior" (Tara L. White and Elaine Wethington); (2) "Crime and Punishment" (Elaine Wethington); (3) "Economic Developments" (Peter McClelland); (4) "American Families: Today and Tomorrow" (Pamela A. Morris and others); (5) "Poverty and the Next Generation" (Helene Hembrooke and others); (6) "American Education: Looking Inward and Outward" (Stephen J. Ceci); (7) "Changing Age Trends: The Pyramid Upside Down?" (Phyllis Moen). A concluding chapter notes two sets of problems at the core of contemporary American concerns: economic changes and the more vaguely defined decline in values. Contains references. (HTH)

ED 403 992 PS 024 891

Chambers, Diane
Solo Parenting: Raising Strong & Happy Families.
PUB DATE- Jan 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Child Custody; Child Development; *Child Rearing; Child Support; Discipline; Divorce; Emotional Response; Financial Needs; *Financial Support; *One Parent Family; *Parent Child Relationship; Parent Influence; *Parenting Skills; Remarriage; *Self Actualization
IDENTIFIERS- Parent Needs; *Single Parents

One quarter of all American children will live in a single-parent family for at least some portion of their childhood. This guide, organized as a step-by-step process, encourages single parents to reach for excellence in their parenting and to build confidence in their ability to raise healthy, responsible children. The chapters are intended to follow a pattern fields of health, education, food, diet, and development. Each issue contains an overview of a high-priority subject touching the everyday life of children, mothers, and families. This double issue describes the Andes project, a food, diet, nutrition, and development program conducted in nine rural communities in the Ecuadorian Andes and coordinated between French agencies and the Ecuadorian government. The first section introduces the Andes Project, including how and why it came into being. The second section addresses the program's diagnosis process, including community participation, sharing of information, and attitudes during diagnosis. The third section examines the region's core crop--maize--including its growing, cultivation, storage, consumption, threats to its survival, and efforts for protection of the crop. The fourth section describes the region's general health situation and the program's organization of health activities, public health tools, and family health records. The fifth section describes research into the nutritional situation in Ecuador and the large public health problem of iron-deficiency anemia, and describes an Andes bread program designed to combat the condition. The sixth section explores problems of water supply, both quantity and quality, and the seventh section describes the region's educational and school situation and the Andes response. The eighth section discusses Andes economic enterprises, such as the production of maize for sale and the establishment of community shops. The ninth section addresses the program's efforts in training and education in food and diet. The final section consists of summary discussions on topics of consumption, pluridisciplinarity, social organization, and the process of change. (SD)

ED 404 011 PS 024 993

Kids Count 1995 Data Book on Louisiana's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Child Health; *Childhood Needs; Children; Child Welfare; Crime; Early Childhood Education; Elementary Secondary Education; Mortality Rate; Poverty; Social Indicators; State Programs; State Surveys; Statistical Surveys; Violence; *Youth Problems
IDENTIFIERS- *Kids Count; *Louisiana

This data book presents findings of the Kids Count project on current conditions faced by Louisiana children ages birth to 19 years of age. Data is presented in a table format by individual indicator for each of the parishes, and is further broken down by race. The first subject area addresses poverty and statistics on children receiving AFDC, Food Stamps, WIC, and Child Care Assistance. The second area examines births to teens, low birthweight babies, prenatal care, the infant mortality rate, immunizations, and rate of violent deaths. The third area examines crime cases of assault and battery, burglary, drugs, status offenses, theft, property crimes, and crimes against persons. The fourth area of study is child physical abuse, neglect, sexual abuse, and children placed in foster care. The fifth area of study is public education and includes registration, per pupil expenditures, teacher salary, and dropout rates. The final section shows statistics on child support. The report ends with state summary tables for the child death rate (age 1 to 14); (9) teen (age 15 to 19) violent death rate; (10) juvenile (age 10 to 17) violent crime arrests; (11) immunizations by age 2; (12) teens smoking cigarettes; (13) teens using alcohol and drugs; (14) child abuse and neglect; and (15) sexually transmitted diseases and HIV. For each indicator presented, a definition and discussion of its significance, impact, and relevance to Alaska are provided. Results show that Alaska is better than the national average on percent of babies with low birth weight, percent of children living in poverty, high school dropout rate, juvenile arrest rate for violent crime, and births to teens; is near the national average of infant mortality; and is worse than the national average on percent of single parent families, percent of teens not in school and not working, child death rate, and teen violent death rate. Results also show considerable regional differences for some indicators. (KDFB)

ED 404 029 PS 025 046

Holliday, Albert E., Ed.
The Journal of Educational Relations, 1996.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; Educational Policy; Elementary Secondary Education; Politics of Education; *Public Relations; *School Administration; *School Community Relationship; Teacher Administrator Relationship

This document consists of four issues of the "Journal of Educational Relations' published quarterly during 1996. The journal's motto is "Promoting student achievement through positive school-home-community relationships." Articles in the first issue of this volume include: "The Electronic Superintendent" (James Donlevy and others); "Confront Censorship Crusades with Genuine School Community Relations" (David Martinson); and "Total Quality Management Approach Appears To Generate Trust and Collegiality in Schools" (Randy Tuck and Philip West). Articles in the second issue include: "Public Education Works, Despite its Name" (Heather-jane Robertson); "Who Influenced You?" (Mel Heller and others); and "The Politics of a School Bond Issue--Don't Rely on Invalid Myths" (Frank Lutz and Robert Fields). Articles in the third issue include: "99 Ways To Increase/Improve School-Community Relations" (Albert Holliday); "Boards Need To Frame a Consensus on Public Education's Mission" (Frank Bush); and "Why Have School Costs Increased So Greatly During the Past 20 years?" (Otis Lovette). Each issue also contains a teaching or administrative case study and response, book reviews, and a short summary of a research project related to educational public relations. (HTH)

ED 404 030 PS 025 063

One in Four: America's Youngest Poor.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; *Demography; Educational Attainment; Employment Level; Ethnicity; Family Characteristics; Geographic

IDENTIFIERS- Native Americans; *Oklahoma

This publication outlines Oklahoma statewide standards and strategies for meeting the educational needs of American Indian students and assuring meaningful participation by Indian parents and communities. The Oklahoma State Department of Education believes that all students must be educated in school environments that fully include them. In an introductory section, cross-cultural curriculum is proposed as a key strategy for achieving a fully inclusive school and an educational environment conducive to learning. The full inclusion of Indian students requires that educators recognize the importance of cultural differences, particularly with regard to belief systems. Native American studies are valuable for both Indian and non-Indian students and instruction in American Indian languages facilitates the learning of the Native culture. Other sections discuss state strategies to encourage parent involvement, provide a challenging and culturally appropriate curriculum, ensure accountability, recruit and retain more Indian teachers, and improve the quality of teachers and teaching. Also included are sections of state legislation relevant to parent involvement in school improvement plans, the parent-school relationship, parent education, staff development programs on multicultural education, recruitment and retention of minority teachers, and alternative teacher certification. State standards for elementary, middle level, secondary, and vocational and technical school curriculum and instruction are included. (SV)

ED 404 048   RC 019 306

Cohen, Michael J.
Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
PUB DATE- 93
NOTE- 11p.; In: Cohen, Michael J. Well Mind, Well Earth. World Peace University Press, 1993; see ED 364 805. Figure 1 is printed in colored ink.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Color; Holistic Approach; Language; Outdoor Activities; Psycholinguistics; *Semantics; *Sensory Experience; *Stress Variables
IDENTIFIERS- *Green (Color); Nature; *Self Awareness; Self Observation

This paper explores the long-term effects of assigning cultural symbols to one's natural sensory experiences. Sixty-two Washington State residents of differing occupations, ages 16-51, participated in the study. Participants' responses to the question, "When did you first learn the color green?" fell into two main categories. Some participants remember associating the word "green" with their green sensation. Other participants recognized that they naturally knew green (greenness) as a sense or sensation at birth or before. The participants were also asked to quickly read the colors on a color chart list in which the ink colors did not correspond to the color names. The overwhelming tendency was for participant's to read the colors as words rather than as colors. Many participants attributed some of their personal stress and conflicts to their learned inhibitions about communicating their natural senses and feelings. Participants never experienced stress on the last word on the list, the word "green" written in green ink. This study suggests that our culturally trained, language dominated, new-brain way of knowing tends to stress us when it overrides

Education; *Mexican American Education; Mexican Americans; Multicultural Education; *Politics of Education; Racial Bias; Role of Education
IDENTIFIERS- Chicano Movement; *Chicano Studies; Institutional History; *Metro State College CO

This paper overviews the development and present status of the Chicano Studies Department at Metro State College of Denver (MSCD). At its inception during the 1960s, Chicano Studies were viewed as a means of destroying the racist and imperialist mentality toward Chicanos and promoting Chicano power and freedom. Chicano activists' efforts to end educational discrimination and an increasing Chicano student population prompted MSCD to establish a Chicano Studies Department in 1971. During the late 1970s, the influence of the Chicano movement diminished as activists were targeted by government and conservatives. Soon thereafter, the department was reduced to the status of a program with a major and was housed with African American Studies under a newly created Institute of Intercultural Studies. After 1987, more Chicano faculty were hired to staff the increasing number of Chicano courses being taught, and after pressure from faculty and students, the Chicano Studies Department was reestablished in August 1995. However, the department continues to experience resistance from conservative professors, administrators, news reporters, politicians, and the White community, as well as resistance within the Chicano community. Contains 30 endnotes. (LP)

ED 404 066 RC 020 905

Howley, Aimee; And Others
Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
PUB DATE- Nov 86
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Educational Objectives; Educational Practices; Educational Strategies; Elementary Secondary Education; Higher Education; Individualized Education Programs; *Individualized Instruction; Learning Modules; Lesson Plans; *Preservice Teacher Education; *Rural Education; Rural Schools; *Special Education; Special Education Teachers; Student Characteristics; Student Placement

This teaching module instructs preservice teachers about accelerating the progress of rural gifted students. Acceleration consists of various provisions that allow early completion of school, including grade-skipping, cross-grade placement, early entry, dual attendance, special class placement, and radical acceleration. In rural areas, the practice of acceleration is especially critical because of its cost-effectiveness in comparison to enrichment programs. However, the literature suggests that rural teachers and administrators express many concerns about acceleration. Therefore, this module aims to prepare preservice teachers to address concerns about acceleration and to implement effective acceleration programs for rural gifted students. The first section outlines 7 goals and 25 objectives related to identifying the characteristics of rural gifted students, examining the pros and cons of acceleration, selecting supportive research, identifying ways in which acceleration can be accomplished, relating acceleration strategies to the needs

*Educational Strategies; Land Use; Natural Resources; Role Models
IDENTIFIERS- *Environmental Ethic; Environmental Impact; *Rock Climbing

This paper addresses environmental impact issues associated with rock climbing and stresses the importance of reestablishing a clean climbing ethic through climber education and ethical considerations. The adventure sport of rock climbing has grown considerably over the last decade: it is estimated that there are currently over 200,000 rock climbers in the United States. To address the potential overuse and abuse of natural resources due to rock climbing, land managers are scrutinizing climbing practices and in some areas implementing policies that compromise the future of rock climbing. Common impacts of rock climbing include soil compaction and erosion, development of multiple trails, damage to vegetation, improper disposal of human waste, disturbances to wildlife, and the use of equipment that visually damages sites. The goal of teaching clean climbing strategies is to help participants recognize the implications of their climbing experience, encourage individuals to act responsibly by emphasizing the importance of clean climbing, and help participants understand the need to establish a set of personal environmental standards. Strategies for teaching clean climbing techniques include role modeling of environmentally sound practices, hands-on learning of minimum impact techniques, use of unplanned opportunities or circumstances to reinforce clean climbing practices, and activities of service to the climbing environment such as climbing area clean-ups, trail maintenance projects, and participation in local climbing coalitions. Includes a table describing techniques and practices that minimize climber-related impacts. (Contains 15 references.) (LP)

ED 404 083 RC 020 923

Guthrie, Steven
The Role of Tacit Knowledge in Judgement and Decision Making.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adventure Education; *Decision Making; *Evaluative Thinking; *Experiential Learning; Leadership; Leadership Qualities; Models; *Perception
IDENTIFIERS- *Outdoor Leadership; Outdoor Recreation; *Tacit Knowledge; Unconscious Processing

Tacit knowledge is a generally unarticulated, preconscious form of knowledge that forms a basis for human judgment and decision making. Tacit knowledge is acquired primarily through experience, usually observation of and working with "qualified" teachers or mentors. Tacit knowledge may also be described as "practical," that is, derived from experience or practice, and "taken-for-granted." It involves either skill (the ability to do something well) or perceptual ability (gaining knowledge through the senses that would not be obvious to an inexperienced person). It generally requires a background of knowledge or a theoretical (conceptual) framework as a context for understanding. Decisions based on tacit knowledge can be articulated by bringing the tacit knowledge to the level of consciousness; the reasoning involved will be understood by persons of similar background. Such understanding by other science education by integrating into the science program accurate presentations of the nature of science, the nature of technology, and interactions of science and technology with each other and with society. The STS approach is intended to serve the needs of students who will continue to study and working the sciences, as well as the total population of students who will be citizens of the 21st century. Chapter titles include the following: (1) "Advantages of the STS Concept"; (2) "Kinds of STS Courses"; (3) "Curriculum Emphases"; (4) "Science Curriculum Emphasis"; (5) "Technology Curriculum Emphasis"; and (6) "Society Curriculum Emphasis." An annotated bibliography which includes categories on STS organizations, periodicals, conferences, free publications, and STS videos and films is included. (KR)

ED 404 100 SE 053 264

Robyn, Abby; And Others
Implementing a Novel Computer-Related Algebra Course. RAND Note.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; *Curriculum Development; Curriculum Evaluation; High Schools; High School Students; Lesson Plans; *Mathematics Curriculum; Mathematics Education; Microcomputers; Problem Solving; Program Implementation; Student Attitudes
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

The standards developed for reform in mathematics education by the National Council of Teachers of Mathematics (NCTM) de-emphasize the algorithmic manipulation of mathematical symbols. The NCTM takes the position that the rapidly changing workplace is an environment that requires problem-solving skills with computers being used to perform routine mathematical computations. This report describes the computer-based information curriculum module developed for beginning algebra to meet the challenges of the proposed reform. The RAND Algebra Tutor Project has been developing and piloting intelligent computer tools for first-year algebra students. Varios problems led to the development of a full curriculum in order to successfully implement computer-assisted instruction. The curriculum departed from traditional algebra instructions in these ways: the pedagogy stressed situational learning in real-life problems, introducing a conceptual framework before local skills practice and used indictive instruction and cooperative learning. The curriculum achieved mixed effectiveness. In general, students were more successful at creating and using qualitative models than quantitative models. Appendix A contains the 12 teacher lessons plans for the linear equations unit and related student materials. Appendix B contains the evaluation measures for the arithmetic text, pre/post tests, student course evaluations, and unit evaluations. (Contains 36 references.) (MDH)

ED 404 101 SE 053 327

Gardner, Paul L., Ed.
Research in Science Education, Volume 1990. Selected Refereed

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Lesson Plans; *Recycling; *Waste Disposal
IDENTIFIERS- *Composting; Pennsylvania

This document contains lesson plans about recycling for teachers in grades K-12. Titles include: (1) "Waste--Where Does It Come From? Where Does It Go?" (2) "Litter Detectives," (3) "Classroom Paper Recycling," (4) "Recycling Survey," (5) "Disposal and Recycling Costs," (6) "Composting Project," (7) Used Motor Oil Recycling," (8) "Unwrapping Packaging," (9) "Buy Recycled in a Box," (10) "Buy Recycled Sleuth: Where are Those Recycled Products?" and (11) "The Great Buy Recycled Shopping Spree." Each lesson plan contains grade level, objectives, resources and materials needed, and procedures. (MKR)

ED 404 119 SE 054 721

The Living Ocean.
PUB DATE- Jan 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Grade 9; Grade 10; *Greenhouse Effect; High Schools; *Oceanography; *Photosynthesis; Science Education; Teaching Guides
IDENTIFIERS- Atmospheres; *Carbon Dioxide; *Phytoplankton

This teaching guide contains information, activities, and discussion questions and answers about oceans for grades nine and ten. The information section covers the following topics: studying global ocean color from space, what can be seen from space, phytoplankton, carbon dioxide, and the greenhouse effect of the earth. (MKR)

ED 404 120 SE 054 729

We Depend on Illinois' Environment.
PUB DATE- 94
NOTE- 153p.; For related documents, see ED 325 375-376.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Pollution; Environmental Education; *Environmental Standards; Grade 5; Intermediate Grades; *Land Use; *Recycling; Science Activities; Teaching Guides; *Water Pollution; Worksheets
IDENTIFIERS- *Composting; *Environmental Awareness; Hands On Experience; Illinois

This teachers guide contains information and activities to provide 5th-grade students with a hands-on experience with air, land, and water pollution in Illinois. This booklet incorporates previous documents entitled: "Water the Liquid of Life," "The Land We Depend On," and "The Air We Breathe." The materials are designed to develop research, problem-solving, reading, writing, mathematical, experimental, analytical, and artistic skills. Topics include: air, water, and land quality, drinking water, nonpoint source pollution, wetlands, ozone, global warming, waste management, hazardous waste, leaking underground storage tanks, household hazardous waste, trees, coal, environmental laws and regulations, tires, recycling, great variety of resources that support the implementation of this program. (ZWH)

ED 404 140 SE 054 982

Hackman, Desiree; And Others
Physics 20-30 Background, Exemplars and Resources.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Educational Resources; Foreign Countries; Light; Motion; *Physics; *Science Curriculum; *Science Education; *Science Instruction; Science Programs; *Secondary Education
IDENTIFIERS- Alberta; *Biology 2030

This document is designed to provide practical information for teaching the Physics 20-30 Program of Studies. The first section provides an overview of Physics 20, explaining the program philosophy and the selection and sequencing of topics. The use of concept connections and teaching a course around the science themes are described, as well as how the program articulates with the junior and senior high science courses. Section two contains four units. Unit one, "Kinematics and Dynamics", looks at the relationship among acceleration, displacement, velocity, and time. Unit two, "Circular Motion and Gravitation", emphasizes change, energy, and systems. Unit three, "Mechanical Waves" focuses on resonance. Unit four, "Light", emphasizes diversity and energy. For Physics 30, unit four (one unit) presents "Nature of Matter." The final section provides detailed information on a great variety of resources that support the implementation of this program. (ZWH)

ED 404 141 SE 055 018

Wartski, Bert; Wartski, Lynn Marie
Low Budget Biology. A Collection of Low Cost Labs and Activities.
PUB DATE- 93
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Chemistry; Demonstrations (Science); Elementary Secondary Education; Genetics; Protists; *Science Activities; *Science Education; *Science Experiments

This document contains a collection of low cost labs and activities. The activities are organized into the following units: Chemistry; Microbiology; DNA to Chromosomes; Genetics; Evolution; Classification, Protist, and Fungus; Plant; Invertebrate; Human Biology; and Ecology and Miscellaneous. Some of the activities within these units include: (1) Molecule Making; (2) pH with Milk; (3) Enzyme Catalysis; (4) Peanut Calorimetry; (5) Diffusion and Osmosis; (6) Virus Pamphlet; Surface Area Demonstration; (7) Fermentation; (8) Yogurt; (9) Cell Membrane; (10) Cell Growth in Plants; (11) Cell Model; (12) DNA Model; (13) Recombinant DNA; (14) Chromatin Isolation; (15) Create A Baby; (16) Cooperative Learning and Genetic Problems; (17) Karyotyping; (18) Microfossils and Rock and Roll; (19) Radioactive Dating; (20) Classification Activity; (21) Protist Mobiles; (22) Bread Mold; (23) There's a Fungus about purpose and design in ways fitting for their community. Chapters include: (1) "Focusing on Curriculum"; (2) "Focusing on the Campus"; (3) "Leadership and Community"; (4) "The Planners"; (5) "Phases of Planning"; (6) "Technical Issues"; (7) "Spaces That Work"; (8) "The Project Budget"; (9) "Operating Budgets"; and (10) "Fund-Raising." (JRH)

ED 404 158 SE 059 680

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Engineering Education; Higher Education; *Mathematics Education; *Science Education; *Technology Education
IDENTIFIERS- Reform Efforts

This is the final report of an intensive review of the state of undergraduate education in science, mathematics, engineering and technology (SME&T) in America. It was conducted by a committee of the Advisory Committee to the Education and Human Resources Directorate of the National Science Foundation (NSF). The year-long review has revealed that significant change is occurring and that important and measurable improvements have been achieved in the past decade. This report is divided into four sections. Section I outlines the background and purpose of the review. Section II highlights the recent history of education reform and includes a history of undergraduate programs at the NSF since the Neal Report, funding history of the Neal Report recommendations, and curricular and pedagogical improvements. Section III contains the findings of the review organized in the following categories: A Changing World and Economy; Rising Expenditures and Growing Financial Constraints; Undergraduate Education Today; Barriers To Improvement; and Lowering the Barriers and Meeting New Expectations. Section IV contains recommendations to institutions of higher education; business, industry, and the professional community; governments at the state and federal level; and the National Science Foundation. (JRH)

ED 404 159 SE 059 683

Project Haystack: The Search for Life in the Galaxy.
PUB DATE- Mar 96
NOTE- 261p.; Includes a videotape, poster, and transparencies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Cooperative Learning; Earth Science; *Educational Resources; *General Science; *Hands on Science; Laboratory Equipment; Maps; Science Activities; Science and Society; Science Curriculum; *Science Process Skills; Secondary Education; Space Exploration

Produced by the Search for Extraterrestrial Intelligence (SETI), Project Haystack presents scenarios that depict various aspects of the search for extraterrestrial intelligence. Students conduct hands-on and minds-on activities while exploring what it means to send and receive a message across interstellar distances. Students explore and map vast reaches of the Milky Way galaxy; build, test, and experiment with spectroscopes and

*Interviews; Knowledge Base for Teaching; *Mathematical Concepts; Mathematics Instruction; *Metacognition; Secondary Education; Teacher Attitudes
IDENTIFIERS- Australia

This paper addresses the evidence that secondary school students use to imply that they understand something in mathematics. As part of a larger study, an open-ended questionnaire probing several aspects of metacognitive self-knowledge, was administered to students (N=72) in four schools. Two previously identified types of understanding were identified in the students' responses: (1) instrumental (knowing how to do a piece of mathematics) and (2) relational (knowing why it works). Analysis of the data revealed that students who associated understanding with explaining also reported engaging in frequent mathematical discussions with other students. This result suggests a connection between metacognitive functioning and social interaction consistent with Vygotsky's views on learning. Observations of students in one of the classrooms participating in the study are used to add depth to the questionnaire data and suggest implications for teaching. Contains 17 references. (DDR)

ED 404 178 SE 059 720

Goos, Merrilyn
Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
PUB DATE- Oct 96
NOTE- 17p.; Paper presented at the Annual Postgraduate Research Conference of the Graduate School of Education (Queensland, Australia, October 12-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Cognitive Structures; Concept Formation; Cultural Context; Educational Change; Epistemology; Foreign Countries; *Interpersonal Relationship; Interviews; Knowledge Base for Teaching; *Mathematics Education; Secondary Education; Social Environment; *Teacher Attitudes
IDENTIFIERS- Australia

This paper describes the actions of one secondary school mathematics teacher in establishing a community of mathematical practice within which students acquire not only knowledge and skills, but also the epistemological values of mathematics. Classroom observations over a period of 18 months, together with interview and questionnaire data, are used to sketch a model of the teacher's interactions with his students as he works toward creating a culture of mathematical sense-making. The results indicate four aspects of the teacher's role that are particularly important in establishing a classroom community of practice: (1) modeling mathematical thinking; (2) cognitive and social scaffolding; (3) encouraging individual reflection, self-monitoring and checking; and (4) introducing tools for mathematical communication. Contains 33 references. (DDR)

ED 404 179 SE 059 721

Sugrue, Brenda; And Others
Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.

stories, articles, poems, songs, and plays) were analyzed for the activities, languages, roles, age, and gender of ethnic groups. The findings suggest that the use of Maori characters, language and concepts in non-stylized form has increased while non-Maori character representation has decreased over time, but the changes may be cosmetic and temporary. The majority of characters in the text (65%) and illustrations (63%) were Pakeha. Non-Pakeha characters were often represented in stereotypical formats and were more likely than Pakeha to appear in the non-fiction articles. Names of people, places, or objects were found to make up the majority of non-English language use. While Maori representation increased significantly in 1990, most of the representations were in a single issue from that year. While 20% of the school population is Maori and this percentage is expected to rise to 25% by the year 2000, Maori character representation in School Journals from 1979 through 1989 dropped from 11% to 6%. The findings suggest the need for the ethnic and cultural representation in School Journals to contine to be monitored. (Author/CK)

ED 404 199 SO 024 394

Tedesco, Juan Carlos
Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
PUB DATE- 25 Feb 93
NOTE- 8p.; For related papers, see SO 024 395-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; Global Approach; Government School Relationship; *International Cooperation
IDENTIFIERS- Europe; Latin America

The purpose of this paper is to sum up the main lessons learned in the process of educational change over the last few decades. It consists of a series of reflections based on the information and experience acquired through international cooperation. These reflections have been inspired basically by the experience of the countries of Latin America and Europe, and the United States. The case of the Asian countries needs to be considered on its own owing to the significant influence of cultural factors in general and of the role of the family in particular. In the case of the African countries, where cultural factors are equally important, the analysis of educational change is closely bound up with the more general problem of the material living conditions of the population that directly affect the chances of success of any learning strategy. The Arab countries are comparable in some respects to those mentioned above, except those countries in which Islamic fundamentalism exerts a strong influence and educational change is associated with the clash between traditionalism and modernism. This paper is essentially a position paper and discusses perverse effects of continual educational change, and national consensus and the long term as conditions of success. The paper asserts that financial resources are a necessary but not sufficient condition of educational change. Educational reform has gone beyond the extension of education to an approach based on change and qualitative improvement. The educational demand as a factor in change is discussed. Strategies for educational change, institutional change, and

Higher Education; International Cooperation; International Educational Exchange; Mass Media Role; *Multicultural Education; Science and Society; *Teacher Education; *Teacher Role

IDENTIFIERS- Canada

This session of the International Commission on Education for the Twenty-First Century was preceded by a 2-day working group on the processes of education. The Commission also held an afternoon of hearings that included an in-depth exchange between Canadian educational leaders and the Commission members on a wide range of topics that included multiculturalism, diversity in education, the relationship between formal and non-formal education, and developments in science and the science of learning and their influence on the organization and process of education. The summary of the debates and discussions is a synthesis of all these discussions. The exchanges were organized around three main themes: (1) educational processes and systems; (2) teachers' preparation and roles; and (3) lifelong learning. Given the location of the meeting, and the fact that the majority of participants in the working group came from either Canada or the United States, many issues reflected the situation in that part of the world. Nonetheless, considerations and proposals are framed so that they could be relevant to a broader setting. The paper discusses the definition and nature of a learning society. The section on teachers focuses on selection and training of teachers, status of teachers, expectations, and roles of teachers. The section on educational processes discusses: (1) methods, languages, and multiculturalism; (2) decision making; (3) educational technology; (4) lifelong education; and (5) mass media and violence in schools. World Bank issues and priorities in education are discussed. Appendices include the framework for discussion and a list of participants. (DK)

ED 404 217 SO 024 452

Delors, Jacques

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.

PUB DATE- Mar 93

NOTE- 10p.; For related papers, see SO 024 394-407 and SO 024 448-454.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Decision Making; Economic Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; *International Cooperation; *International Education; International Educational Exchange; Moral Values; *Role of Education; Science and Society; Social Change; *World Problems

In this speech, the chairman of the International Commission on Education for the Twenty-First Century describes education as a pathway into the 21st Century. He suggests that if education is to become central in contributing to human progress, policymakers must learn from the experiences of the past 20 years, take the variety of situations into consideration, and attempt to work out some valid principles for discussion and action. Leaders must take advantage of UNESCO's capital of studies and research, and of the experiences of various countries. The Commission examined a number of themes of continuing importance: equality of opportunity, the scientific

ED 404 238 SO 026 468

Yunker, Jonel Jones
A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.
PUB DATE- 92
NOTE- 130p.; Ed.S. Applied Project, Morehead State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Curriculum Development; *Global Education; *High Schools; International Education; Social Studies
IDENTIFIERS- Adams County Ohio Valley Local School District OH; Ohio

This project sought to develop a global education curriculum at the secondary level by developing a rationale and support for a global education curriculum; surveying teachers at North Adams High School as to what they would like to include in the course of study that related to global education; contacting various state departments of education to see if global education curriculum guidelines had been established at the state level; contacting Ohio State University and other state universities to see what research they had done on global education and its curriculum; contacting individuals involved with global education; brainstorming with students at North Adams High School for ideas on how to make their curriculum more globally oriented; combining all of the ideas on global education curriculum to create a comprehensive secondary global education curriculum; and emphasizing and implementing the idea of the whole language approach across the curriculum. A 19-item bibliography concludes the paper. Questionnaire, Inquiry Letters, and Resource Contacts are appended. (JAG)

ED 404 239 SO 026 470

Thornton, Stephen J.; Houser, Neil O.
The Status of the Elementary Social Studies in Delaware: Views from The Field.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Educational Research; Elementary Education; Elementary School Curriculum; School Surveys; *Social Studies
IDENTIFIERS- *Delaware

This report examines the status of social studies in the Deleware elementary school grades. The objective is not only to inform policymakers in the state of Delaware, but also to correlate with other states' educational systems. Information was assembled by a statewide survey of district-level social studies supervisors; a statewide survey of elementary-school building administrators or team leaders or curriculum specialist; and interviews with 20 classroom teachers. Areas of social studies focused on were curriculum, instructional practices, instructional materials, and evaluation procedures. The study concluded that: policymakers need to address directly the issue of status. Social studies is regarded by practitioners as "enrichment" or second-rank subjects; there is a confusing array of beliefs concerning the aims and content of elementary social studies in Delaware, financial and scholarly using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) bibliography for children and teachers. (EH)

ED 404 262 SO 026 805

Fier, Harriet, Ed.; And Others
Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; Culture; *Democracy; Elementary Education; Multicultural Education; Neighborhoods; *Social Studies

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept of how people living in different neighborhoods and communities work together. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 263 SO 026 806

Fier, Harriet, Ed.; And Others
What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; *Democracy; Elementary Education; Multicultural Education; *Social Studies; Voting

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept of individual participation in the government. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 286   SO 027 578

Kirman, Joseph M.
Values, Technology, and Social Studies.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Citizenship Education; Curriculum Development; Educational Assessment; *Educational Improvement; Educational Needs; Educational Objectives; *Educational Principles; Elementary Secondary Education; *Empathy; *Ethical Instruction; Ethics; Humanistic Education; Moral Values; Role of Education; Science and Society; Social Problems; *Social Responsibility; *Social Studies; Technological Advancement
IDENTIFIERS- *Gilligan (Carol)

The concentration of power and the potential for abuse inherent in modern technology mandates the development of a personal and socially responsible ethic. The development and examination of this ethic should be reflected and integrated throughout social studies instruction. Historical examples of traditional virtues (sobriety, thrift, industry) used to facilitate or accomplish negative ends (i.e. the destruction of World War I) are offered. The development of a personal ethic that values love, kindness, and human dignity over all other values would guard against this kind of abuse. This ethic is based on concepts of caring and responsibility articulated by Milton Mayerhoff (1971), Carol Gilligan (1982), and William Leiss (1990). The essence of these views is that human beings come first and not the process, technique, or application of science and technology. In the social studies classroom this approach would not only inform the issues and content of the curriculum but also be reflected in the dignity and respect afforded the students. An elementary curriculum that would integrate this ethical instruction throughout the grades would include topics (1) Me and My Family; (2) My school and Neighborhood; 3) My Community; (4) My Province or State; (5) The Nation; and (6) Other Lands. Upper levels grades would concentrate on increasingly complex questions involving technology, history, society, and ethics. Contains 30 references. (MJP)

ED 404 287   SO 027 705

Asay, Diane L.
Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Cultural Awareness; Discipline Based Art Education; Family Role; *Global Approach; Multicultural Education; Printmaking; Sculpture; Secondary Education; Visual Arts
IDENTIFIERS- Murals; Portraits

This resource unit is designed to be integrated into a secondary school art foundation course. The unit is aimed at providing connections between the views and purposes of art and the students' environment. Connections are made between art and

ED 403 851 HE 029 896

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research, Volume XII.
SPONS. AGENCY- Association for Institutional Research.; Association for the Study of Higher Education.
PUB DATE- 97
NOTE- 488p.; For the previous volume, see ED 393 365.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Freedom; Academic Persistence; Civil Liberties; College Administration; College Faculty; College Role; Community Colleges; Cost Effectiveness; *Educational Finance; *Educational Theories; Financial Exigency; *Higher Education; *Institutional Mission; Politics of Education; Problem Solving; *Research and Development; School Community Relationship; Student Attrition; Teacher Role; Technology Transfer; Theory Practice Relationship; Thinking Skills; Universities
IDENTIFIERS- McCarthy (Joseph); Tinto Model

This volume contains nine papers on higher education theory and research. They include: (1) "Technology Transfer from Universities" (Irwin Feller); (2) "State Policy and Private Higher Education: Past, Present and Future" (William Zumeta); (3) "Appraising Tinto's Theory of College Student Departure" (John M. Braxton et al.); (4) "A Hierarchical Linear Modeling Approach to Studying College Effects" (Corinna A. Ethington); (5) "The Cost-Effectiveness of American Higher Education: The United States Can Afford Its Colleges and Universities" (Jeffery E. Olson); (6) "A Secondary Analysis of Claims Regarding the Reflective Judgment Interview: Internal Consistency, Sequentiality, and Intra-Individual Differences in Ill-Structured Problem-Solving" (Phillip K. Wood); (7) "Student Learning and Cognitive Development in the Community College" (Richard A. Voorhees); (8) "What Discourages Research-Practitioners in Faculty Development?" (Bob Boice); and (9) "McCarthyism and the Professoriate: A Historiographic Nightmare?" (Philo A. Hutcheson). Individual papers contain references. Includes author and subject indexes and a list of the contents of previous volumes in the series. (JLS)

ED 403 852 HE 029 897

Jepsen, Keith; And Others
Direct Lending and FFELP: An "Apples to Apples" Evaluation.
PUB DATE- Jan 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Federal Programs; Higher Education; Minority Groups; Participant Satisfaction; Program Implementation; *Student Attitudes; *Student Financial Aid; *Student Loan Programs; Surveys; Tables (Data)
IDENTIFIERS- Direct Lending; *Family Education Loan Program; New York University

New York University began selective participation in and evaluation of the Federal Direct Student Loan Program (FDSLP) during the 1995-96 academic year. A study evaluated and compared the effects of the FDSLP and the existing Federal Family Education Loan Program (FFLEP) on students, families, and campus administrators. Surveys were sent to 1609 students

Public Schools, Covering 1981-1996. Fifteenth Edition.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Decision Making; Distance Education; Educational Administration; Educational Development; Educational Finance; Educational Media; Educational Planning; *Educational Technology; *Educational Trends; Elementary Secondary Education; Graphs; Multimedia Materials; Online Systems; *Public Schools; School Districts; *School Statistics; Tables (Data); *Trend Analysis
IDENTIFIERS- United States

As this report shows, the growth in the use of computers and other educational technologies has been substantial and accelerating during the past 15 years. The report summarizes Quality Education Data's 15th annual survey of public school ownership of instructional technology, covering more than 65% of all United States schools and districts--over 11,000 school districts and over 55,000 schools, representing more than 30 million U.S. K-12 students. Computers are used for a wide variety of administrative and instructional purposes, ranging from the management of student data to the delivery of technology-based instruction, and from the creation of student portfolios to the development of students' creative and critical thinking skills. Districts continue to support greater use of educational technologies by creating special hardware, software, and training plans and budgets. In the past, schools had their computers clustered in labs, but now they are placing their growing inventory of computers in the classroom and integrating their use into the K-12 curriculum. The result has been steady growth for all educational technologies, with dramatic increases in the number of districts and schools that own CD-ROM drives and videodisc players. After tracking the growing trend toward decentralized decision making in the past 3 years, new comparisons of the installed base of educational technologies by site-base managed schools are introduced. New to "Technology in Public Schools" this year are chapters on multimedia computers are online serivces. (AEF)

ED 403 871 IR 018 226

Hinton, Samuel; Oleka, Sam O.
College Students' Assessment of Teaching by Television.
PUB DATE- Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; *Distance Education; *Educational Television; Higher Education; *Student Attitudes; Student Surveys
IDENTIFIERS- Compressed Video; *Eastern Kentucky University

This paper examines college student assessment of teaching by television at Eastern Kentucky University. Teaching by television in Kentucky is facilitated through the Kentucky Telelinking Network (KTLN). This statewide, two-way compressed video system connects main campus and extended campus sites by

resources is to create a technical services home page. For librarians, the Web is no longer a novelty, it is quickly becoming an indispensable tool. A list of 33 URLs (Uniform Resource Locators) for selected technical services sites on the Web is also included. (AEF)

ED 403 888 IR 056 260

Lager, Mark A.
Spinning a Web Search.
PUB DATE- 96
NOTE- 10p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Computer Networks; Directories; *Indexing; *Information Retrieval; Information Seeking; Information Services; Internet; Natural Language Processing; *Online Searching; Reference Services; *Relevance (Information Retrieval); *World Wide Web
IDENTIFIERS- Query Processing; *Search Engines

This paper focuses on techniques for retrieval used in information sciences and in World Wide Web search engines. The purpose of reference service and information science is to provide useful information in response to a query. The two metrics of recall and precision serve to express information retrieval performance. There are two major categories of searching tools on the Web: directories and search engines, and both require an indexing system. Building an index is done by either human or computer; for computers, the software program called a robot, or spider, or wanderer, visits each site and gathers information. Search engines on the Web incorporate a number of techniques to assist in both recall and precision. New trends in information retrieval include: artificial intelligence, probabilistic logic, query-by-example, query expansion, automatic summaries, natural language processing, which is a part of artificial intelligence, and concept-based searching. A description of the search engines available from Netscape's Net Search is provided at the end of this paper. (Contains 26 references.) (AEF)

ED 403 889 IR 056 261

Charton, Michael
Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
PUB DATE- 96
NOTE- 7p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the Revolutionized Environment" (Johannah Sherrer); (9) "Public Services in the Revolutionized Environment" (David F. Kohl); (10) "Technical Services in the Revolutionized Environment" (William A. Gosling); (11) "Strategic Planning and the Allocation of Library Resources" (Gary M. Pitkin); and (12) "Are Libraries Necessary in the Revolutionized Environment?" (Robert C. Heterick, Jr.). A selected bibliography and subject index are also included. (Contains 159 references.) (SWC)

ED 403 906 IR 056 283

St. Clair, Guy
Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Evaluation Methods; Information Services; Interprofessional Relationship; Librarians; Library Administrators; *Library Development; Library Funding; *Library Services; Organizational Climate; *Organizational Objectives; *Power Structure; Program Development; Strategic Planning
IDENTIFIERS- Networking; Partnerships in Library Services

As funds for supporting library and information services dwindle, librarians are beginning to recognize the value of evaluating and justifying their library in terms that the decision makers--those who control the budgets--understand. This book offers proven techniques for implementing a program that both promotes information services and dispels negative perceptions about the value of these services. The principles outlined in this book can be applied to any type of workplace, and the techniques recommended are similar to those used by elected officials who must build support for government policies and programs. The author emphasizes the importance of building a base of support within the organization that involves networking, strategic partnerships, and personal relationships with those who are the organization's key decision makers. Highlights include: understanding corporate culture in the 1990s; the librarian/information services professional as manager; organizational strategy and organizational priorities; challenging and changing your organization's perceptions about library and information services; finding advocates within the organization; the value of networking; strategies for justifying information services; and measuring your success. (Author/AEF)

ED 403 907 IR 056 284

St. Clair, Guy
Total Quality Management in Information Services. Information Services Management Series.
PUB DATE- 97
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Jan 97

NOTE- 233p.; Reports prepared as part of the American Association of Community Colleges' Exploring America's Communities project, conducted in cooperation with the Community College Humanities Association and the Phi Theta Kappa International Honor Society; for individual project reports, see JC 970 088-125.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Studies; *Community Colleges; *Cultural Pluralism; Culture; History Instruction; Literature; *Participation; Program Content; Two Year Colleges; *United States History; *United States Literature

This program book contains progress reports for the colleges that participated in the American Association of Community Colleges' (AACC) Exploring America's Communities (EAC) project, which works to strengthen the teaching of American history, literature, and culture at the community college level. Parts 1, 2, and 3 describe the National Conference on American Pluralism and Identity, including the conference's agenda and roster of participants. Part 4 provides progress reports from the following colleges: Alpena Community College (Michigan), Anoka Ramsey Community College (Minnesota), Atlanta Metropolitan College (Georgia), Bergen Community College (New Jersey), Black River Technological (Arkansas), Bronx Community College (New York), Butler County Community College (Pennsylvania), Carroll Community College (Maryland), Central Florida Community College (Florida), Chesterfield-Marlboro Technical College (South Carolina), Collin County Community College (Texas), Cumberland County College (New Jersey), Danville Area Community College (Illinois), Fresno City College (California), Hagerstown Junior College (Maryland), Harold Washington College (Illinois), Harrisburg Area Community College (Pennsylvania), Hudson County Community College (New Jersey), Indian Hills Community College (Iowa), Iowa Central Community College (Iowa), Itawamaba Community College (Mississippi), Kirkwood Community College (Iowa), Lakeland Community College (Ohio), Lee College (Texas), Leeward Community College (Hawaii), Metropolitan Community Colleges (Missouri), Mississippi Gulf Coast Community College (Mississippi), Monroe Community College (New York), Motlow State Community Colleges (Tennessee), Northhampton Community College (Pennsylvania), Nunez Community College (Louisiana), Rancho Santiago College (California), Rockland Community College (New York), San Antonio College (Texas), Santa Rosa Junior College (California), Southeast Community College (Kentucky), Tarrant County Junior College (Texas), Tulsa Community College (Oklahoma), Tyler Junior College (Texas), Valencia Community College (Florida), and West Los Angeles College (California). (HAA)

ED 403 925 JC 970 088

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.

SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Jan 97

English course anthology. Both full-length texts and shorter articles and chapters suitable for developmental students have been selected and some have been field-tested in the classroom. The Oral History component of the project was integrated into a Basic English II class. Three team members also gave faculty development workshops. Despite these advances, it will take some time before the complete curriculum package is available for faculty members; various components will be implemented as they become available, however. Copyrights still need to be researched on some materials and a course management package needs to be designed. Although there is consensus that an American identity exists, student ideas about how it is constituted are often vague. (HAA)

ED 403 941 JC 970 104

Indian Hills Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Basic Writing; *Community Colleges; *Cultural Pluralism; History; Interdisciplinary Approach; Literature; Multicultural Education; Program Descriptions; *Remedial Reading; Two Year Colleges; United States History; *United States Literature
IDENTIFIERS- Indian Hills Community College IA; Native Americans

In 1996, Indian Hills Community College (Iowa) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the instruction of American history, literature, and culture at U.S. community colleges. The college's action plan was initially comprised of three parts: (1) establishing a course addressing current identity and cultural pluralism issues; (2) creating workshops to acquaint faculty with these issues and assist the implementation of the issues in their classes; and (3) organizing a cultural fair, comprised of lecturers, artists and crafts people. Each of these goals was accomplished and more have been added. A Native American Studies course was implemented and has been popular with students. A cultural fair and a trip to a reservation were held, and the library's Native American collection was developed. Many faculty members have enthusiastically participated in the project, accepting the challenges and extra work associated with it. The two major concerns among students and professors were securing materials and ensuring their availability to students. The Native American collection at the library helped ease the first problem. To solve the second problem, more books were made available on the reserve shelf and greater restrictions were placed on their circulation. Two areas of the project yet to be completed are a Spring Cultural Festival and recognition and incorporation of other racial/ethnic groups. (HAA)

ED 403 942 JC 970 105

Exploring America's Communities: In Quest of Common Ground. Iowa the American Cultures Program (ACP), composed of a public lecture series, a learning community course on American culture, and faculty study group, was developed. The learning community enrolled quickly and students reported having a very valuable experience. Although both the study group and lecture series are underway, plans are developing to unite the two programs. Obstacles faced by the college included limited start-up funds, unwillingness of people to change, and impacted public performance space, and faculty schedules. Remaining tasks include implementing a service learning program, establishing a permanent budget, planning the lecture series, and developing extensive ties with students and communities. The new ACP has attracted considerable interest and is becoming known as a emerging campus presence. (HAA)

ED 403 958 JC 970 121

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conferen.e on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; College School Cooperation; Community Colleges; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Essays; Financial Support; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; *Thematic Approach; Two Year Colleges; *United States History; United States Literature; Workshops
IDENTIFIERS- Southeast Community College KY

In 1996, Kentucky's Southeast Community College (SCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. SCC's primary goals include: introducing the project to the college's Institutional Advisory Board and faculty, linking a U.S. History and a Spanish course, securing institutional funding to support the project, acquiring appropriate library resources, holding an essay competition among local eighth grade students, and conducting professional development workshops for SCC faculty. Through e-mail, voice-mail, and presentations, information about the project has been disseminated to faculty, staff, and boards. Library materials have been acquired through private funding. Eighth grade students who participated in the essay competition discussed what it means to be an American, and workshops devoted to the project's themes were held for the ten winners and their families. Issues that the history and the Spanish class share have been identified and partially integrated into the courses, and the process of seeking official permission has been initiated. Remaining tasks for the program include integrating the project's themes into classes at all three of SCC's campuses and obtaining official permission for linking the history and Spanish language courses. Students and faculty at SCC have identified the most divisive aspects of American society as race, religion, and

ED 403 975 JC 970 158

Beachler, Judith A.

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.

PUB DATE- Nov 96

NOTE- 48p.; Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; College Outcomes Assessment; Community Colleges; *Enrollment Trends; *Feeder Patterns; Grade Point Average; *High School Graduates; *Student Characteristics; *Success; Two Year Colleges; Two Year College Students

IDENTIFIERS- Los Rios Community College District CA

In November 1996, the Los Rios Community College District (LRCCD) conducted a study of the enrollment, success, and persistence of area high school graduates at the three District colleges: American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC). The cohort for the study included students enrolled at District colleges in fall 1995 who were 19 years of age or younger and who had graduated from high school in 1995. Results of the study, based on an analysis of 4,895 high school graduates, included the following: (1) the average number of units attempted by the high school graduates districtwide was 9.69, while the average number of units completed was 6.47; (2) 69.1% of the 1995 high school graduates attending LRCCD colleges persisted to spring 1996; (3) at ARC, the average high school graduate attempted 10.64 units and completed 7.05, compared to 10.59 attempted and 6.98 completed at CRC and 8.4 attempted and 5.7 completed at SCC; (4) 75.9% of all 1995 high school graduates who attended ARC in the fall persisted to spring 1996, while 75.7% of those at CRC and 61.3% of those at SCC did so; and (5) between fall and spring 1995, high school graduates' grade point averages districtwide improved from 2.39 to 2.47. The bulk of the report consists of data tables providing outcomes by feeder higher school. (HAA)

ED 403 976 PS 020 352

Programa Actual 1991 (Current Programme 1991).

PUB DATE- Dec 91

NOTE- 88p.; For English language version, see ED 338 433.

LANGUAGE- Spanish

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; *Child Welfare; *Community Development; *Community Programs; Community Resources; Developed Nations; *Developing Nations; Early Childhood Education; Early Intervention; Foreign Countries; Parent Education; *Philanthropic Foundations; Program Descriptions; *Young Children

IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This annual report for the Bernard van Leer Foundation describes the foundation's activities during 1990. The foundation seeks to promote the development of human resources in communities with social, economic, and cultural problems, focusing its efforts on the needs of young children. The first part of the publication contains a general description of the foundation and its operations. The second and third sections contain the consistent with the growth and emotional readiness experienced by most single parents. Part 1 of the guide, "Preparation," contains chapters on overcoming fear, reframing the situation, and turning negative emotions into positive steps. This part is designed to coincide with the initial weeks and months of single parenthood. Part 2, "Self-Development," addresses career goals, financial concerns, and self-esteem, areas that are seen as first steps in dealing with parenting issues. Part 3, "Child Development," is intended to help parents improve children's chances of success by looking at discipline and responsibility, financial welfare, and the parent-child relationship. Appendices include worksheets on finances, personal resources, and expectations for children, and a resource guide for more detailed help in various areas. Contains 27 references. (EV)

ED 403 993 PS 024 894

County Data Book 1995: Kentucky Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Dec 95
NOTE- 263p.; For 1994 edition, see PS 024 870.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Child Health; *Childhood Needs; Children; *Child Welfare; Delinquency; Early Childhood Education; Elementary Secondary Education; Mortality Rate; Sexual Abuse; *Social Indicators; State Programs; State Surveys; Statistical Surveys; Violence; Well Being; *Youth Problems
IDENTIFIERS- *Kentucky

This data book presents findings of the Kids Count project on current conditions faced by Kentucky children age birth through 19. For each county, and for the state, comparisons are provided between the base years of 1980-1982 and the most recent years 1992-1994. Counties are ranked against each other and trend graphs are provided for the studied indicators for all 120 counties. Indicators on physical well-being include infant mortality, prenatal care, teen births, and births to unmarried women. The report shows improvement in the infant mortality rate and the percent of births with prenatal care. Trends in births to teens are shown to vary by county, with births to teens showing a decrease and births to unmarried women showing an increase. Indicators concerning child neglect are broken down into incidences of physical abuse, sexual abuse, neglect, and dependency. Education indicators consist of dropout, retention, and transition rates for each school district. The final set of indicators concerns poverty and consists of numbers of children in the assistance programs of Aid for Families with Dependent Children (AFDC), Food Stamps, Supplemental Security Income (SSI), and Medicaid, as well as general employment statistics. These statistics suggest that poverty does have long term, far reaching effects on children. Studies have linked family poverty during childhood with greater risk for numerous problems including less effective parenting, lower intelligence as measured by IQ tests, homelessness, and exposure to crime. (SD)

ED 403 994 PS 024 907

Ingraham, Sandy
Oklahoma Kids Count Factbook '96.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

following indicators: foster care, food stamps, child abuse and neglect, children receiving AFDC, low birthweight babies, births to women under 19, infant mortality rates, prenatal care, and live births. The report shows that one in three of all children, and one in two of African American children, in Louisiana lives in poverty. (SD)

ED 404 012   PS 024 994

Peck, Laura; And Others
The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
PUB DATE- May 95
NOTE- 44p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; Early Childhood Education; Eligibility; Enrollment; *Enrollment Rate; *Family Programs; Program Effectiveness; Program Improvement; Social Services; State Programs; Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; New York; *Transitional Child Care

New York City's Transitional Child Care (TCC) program, for families exiting Aid to Families with Dependent Children (AFDC), has an application rate of 20 percent. This study sought to determine both the causes of the low rate and possible solutions. The situation was evaluated by means of surveys, interviews, analysis of data collected by the Human Resource Administration, and comparison with other TCC programs nationwide. Two broad answers were inferred as to the cause of the low application rate: structural barriers to application such as a lack of information about TCC, and personal barriers. Based on the results, the following recommendations were made for immediate consideration: (1) improve the TCC mailing list; (2) make income support staff more aware of TCC benefits; (3) give information to those enrolled in AFDC; (4) use a bilingual application form; and (5) increase internal market of TCC. In addition, four recommendations were made for long-term consideration: (1) simplify the application process; (2) reconsider the timing of eligibility determination; (3) develop workshops on transition benefits for AFDC clients; and (4) streamline service delivery. The survey instrument is appended. (Contains 246 references.) (PB)

ED 404 013   PS 024 996

Podmore, Valerie N.; Sawicka, Theresa
Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
PUB DATE- 96
NOTE- 39p.; For a related document, see ED 394 728.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Day Care; Day Care Centers; *Early Childhood Education; *Employed Parents; Employer Supported Day Care; Employment; Employment Patterns; Family (Sociological Unit); *Family Work Relationship; Financial

Distribution; *Poverty; Racial Differences; Trend Analysis; Well Being; *Young Children
IDENTIFIERS- *Parent Characteristics

The U.S. Young Child Poverty Rate (YCPR) is at least one-third higher and usually two to three times as high as the YCPR in any of 12 other Western industrialized nations. This report highlights key facts regarding the six million young children living in poverty in the United States and the millions more living in near poverty, and it provides new information on young children living in extreme poverty--in families with incomes less than half the federal poverty line. After an introduction on the detrimental effects of poverty on child development, the report presents a discussion and statistical data on five demographics of child poverty: geography, family structure, educational attainment of parents, employment status of parents, and racial and ethnic composition. The report concludes with a discussion of implications for action and policy-making. Appendices define poverty and its measurement, explain the interpretation of confidence intervals, and present 28 tables further detailing demographic findings. Contains 32 references. (EV)

ED 404 031 PS 025 064

Maryland 1994 KIDS COUNT Factbook.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; Births to Single Women; Child Abuse; Child Advocacy; Child Health; Childhood Needs; *Children; Child Support; *Child Welfare; Delinquency; Early Childhood Education; Early Parenthood; Educational Assessment; Elementary Secondary Education; Family Problems; Mental Health; Mortality Rate; Physical Health; Poverty; Social Indicators; State Programs; State Surveys; Statistical Surveys; Substance Abuse; *Well Being; *Youth Problems
IDENTIFIERS- Child Protection; Child Safety; *Maryland

This factbook presents the second comprehensive look at the conditions of children and families in Maryland. It can be used as an important tool in measuring how well or how poorly children are doing in 15 baseline outcome measures, organized in four basic sections: economic well-being, good health, safety, and preparing for adulthood. The data are presented in tabular form by outcome measures and compare counties and change over years of available data. Specific measures include: (1) child poverty; (2) child support; (3) births to teens; (4) low birthweight infants; (5) infant mortality; (6) pediatric AIDS; (7) lead poisoning; (8) child deaths; (9) teen violent deaths; (10) child abuse and neglect; (11) juvenile violent crime; (12) school violence; (13) third grade reading; (14) on-time graduation rate; and (15) high school completion. The report presents encouraging news concerning infant mortality rates, percent of births to teens, and educational outcomes. Little or no progress is found in child and adolescent safety, child abuse and neglect, arrests for violent crimes, and violent deaths among teens. Overall, the report indicates that although Maryland has the sixth highest per capita income in the United States, it ranks 32nd in the nation on the well-being of its children. An appendix contains a demographic profile of Maryland's children. Contains references, a list of our inherent inner nature (old-brain). However, a comfortable sense of wholeness prevails when new-brain language symbols correctly identify and support our inner nature. Outdoor nature-connecting activities are suggested and described. Contains 10 references. (KS)

ED 404 049 RC 019 369

Carl, Branda
American Indian Education in the Chicago Public Schools: Another Look.
PUB DATE- 4 May 93
NOTE- 49p.; Field project requirements, NAES College. For a related document, see ED 349 148. Appendices not included in copy received by ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *American Indian Education; *Data Collection; Dropout Research; *Dropouts; Elementary School Students; Elementary Secondary Education; Public Schools; Research Problems; School Community Relationship; Secondary School Students; *Urban American Indians
IDENTIFIERS- *Chicago Public Schools IL; Illinois (Chicago); Native Americans

This practicum paper uses previously unavailable data from the Chicago Board of Education and the 1990 census to update a 1992 study of Native American dropouts in Chicago public schools. An overview of Chicago's American Indian population focuses on the Uptown area, a low income neighborhood in which one fifth of the city's Native Americans reside. While collection of useable data on American Indian children continues to be a problem, some difficulties were remedied by formally requesting information from the appropriate department of the board of education. The inaccuracy of racial data from individual schools and other deficiencies might be overcome if a Native American community agency approached the board and helped to develop an appropriate instrument. Profiles of the Chicago public school system and general student population are followed by an examination of the Audubon School Project, which clusters American Indian elementary school students. Also examined are existing community-based tutoring programs and the problems of Indian students in Chicago high schools. While the American Indian dropout rate is very high, the lack of individualized statistics makes definitive conclusions impossible. The population of Native American students is so small, mobile, and widely dispersed that tracking of individual progress through the system is necessary. Other recommendations call for a communitywide educational needs assessment, coordination and training for community tutoring programs, and community outreach. Contains 35 references. (SV)

ED 404 050 RC 019 473

Maldonado, Miguelina
Latinas and HIV/AIDS: Implications for the 90s.
PUB DATE- Jan 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Cultural Influences; *Disease Incidence; *Females; Health Education;

of rural gifted students, identifying issues in educating rural disabled gifted students, and developing individualized educational plans that incorporate acceleration strategies. Also included is a multiple choice test that assesses preservice teachers' level of preparedness to use acceleration in rural gifted programs. The second section includes nine lesson plans that cover the goals and objectives of the module. Each lesson plan includes an introduction and goal statement, performance objectives, procedures, a list of needed materials, required and optional readings, and suggested means of assessment. The third section includes instructional materials to be used with lesson plans, including focusing questions, simulations, outlines, readings, transparency masters, quizzes, and answer keys. The last section lists required reading materials and 37 references. (LP)

ED 404 067 RC 020 906

Joyce, Peter, Ed.; Watters, Ron, Ed.
Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
PUB DATE- 96
NOTE- 172p.; For selected individual papers, see RC 020 907-916.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Certification; Computer Oriented Programs; Equipment; Foreign Countries; Information Systems; Models; *Outdoor Education; Program Administration; Program Development; *Risk Management; Staff Development
IDENTIFIERS- Adventure Therapy; *Outdoor Recreation

These proceedings contain 20 papers from the 1992 and 1993 International Conferences on Outdoor Recreation. The papers include program descriptions; models for instruction and certification; and materials relevant to program development and administration in outdoor recreation, outdoor education, and adventure therapy and education. Papers are: "Army Recreation Internship Program" (Bob McKeta); "Basic Rock Climbing in 3 Hours: A Model for Instruction in an Indoor Climbing Facility" (Gil Anspacher); "The Canadian Association of Nordic Ski Instructors: Instructor Certification Model" (Glenda Hanna); "A Computerized Cataloging System for an Outdoor Program Library or Resource Center" (Ron Watters); "Conducting Outdoor Recreation Program Operations Daily on Campus with Minimal Negative Environmental Impact" (Wayne Morford); "Experience with Rutschblocks" (potential avalanche assessment) (Bruce Jamieson, Colin Johnston); "Experiential Therapy with Troubled Youth: The Ropes Course for Adolescent Inpatients" (Charles W. Blinkered); "An IBM Compatible Participant Data Base System for Outdoor Programs" (Ron Watters); "Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership" (Janice Cook); "Moving Ahead: Program Review & Evaluation As Tools for Growth" (Bruce Hendricks); "Outdoor Equipment Rental, Getting the Most Bang for Your Buck" (Mike Ruthenberg); "Outdoor Program Management Concepts for the 90's" (Alex Borton, Gary Nielsen); "Overuse Injuries in Rock Climbing" (Murray E. Maitland); "Possible Computer Roles in Your Outdoor Program" (Timothy Traver); "Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain" (Tony Daffern); "Regional Conferences: A Great Way To Train Everyone's Staff" (Jim Lustig, Pete Ryan); "Risk Management and Litigation Avoidance in Outdoor Recreation Programming" (Glenda Hanna); "SCUBA Certification: The NAUI Model" (Mike Keppell);

professionals separates tacit knowledge from the realm of intuition. Two traditional models of judgment and decision making--the Wilderness Education model and the Priest model--assume that experienced leaders recognize a problem and then think through sequential steps to arrive at an appropriate decision. These models do not recognize that many "decisions" of experienced leaders are not consciously made, but result from "preconscious" processes or habits. An experienced leader's tacit knowledge also figures in anticipation and prevention of problems, instant recognition that a problem exists, and a constant unconscious form of evaluation and decision making. Provides examples from outdoor recreation and adventure situations. (SV)

ED 404 084   RC 020 924

Gullion, Laurie
Teaching Technical Skills through Play.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Games; Group Dynamics; *Physical Activities; Physical Education; *Play; *Recreational Activities; Safety; Skiing; *Skill Development
IDENTIFIERS- Canoeing; Outdoor Leadership; *Outdoor Recreation

The value of light-hearted play in teaching technical recreational sport skills is immense. Children as well as adults can learn more quickly and completely with a games-oriented approach. Often without realizing the hidden goal of excellent skiing or paddling, participants respond to intriguing tasks in a game, immerse themselves in good practice, and expand their means of safely participating in the sport. Ultimately, they become more proficient in the activity. The instructor or leader must understand how to select activities that target specific skill development, safely manage the play environment, and direct play to build enjoyable intensive learning experiences. This paper provides tips and strategies related to selection of a game with a hidden skill agenda, game duration and intensity, total participation, role of the leader, creation of fair teams, cooperation versus competition, selection of appropriate terrain, and simple rules that maintain safety. Examples include five skiing, skating, and paddling games that show how a few simple games can be modified for the ski or water playground. (Author/SV)

ED 404 085   RC 020 925

Kennison, Judith A.
Therapy in the Mountains.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
PUB DATE- 90
NOTE- 364p.; For volumes 19 and 21, see ED 327 377 and ED 351 190. For volumes 22-24, see SE 057 424-426.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; Concept Formation; Early Childhood Education; Elementary Secondary Education; Ethnicity; Females; Foreign Countries; Genetics; Higher Education; High Schools; Learning Theories; Light; Mathematics Education; Misconceptions; Philosophy; *Problem Solving; Science and Society; Science Curriculum; *Science Education; Science Laboratories; *Science Process Skills; Science Teachers; Scientific Attitudes; Scientific Concepts; *Scientific Literacy; *Teacher Education; Technology
IDENTIFIERS- Australia; Expert Novice Problem Solving; Papua New Guinea

This book contains selected refereed papers from the 21st Annual Conference of the Australasian Science Education Research Association. The papers are as follows: "A Learning Model for Science Education: Developing Teaching Strategies" (Appleton); "Researching Balance between Cognition and Affect in Science Teaching" (Baird et al.); "Toward a Gender-sensitive Model of Science Teacher Education for Women Primary and Early Childhood Teachers" (Bearlin); "Learning in Science Project (Teacher Development): The Framework" (Bell, Kirkwood, & Pearson); "The Pupil as Philosopher" (Carr & Kirkwood); "New Data and Prior Belief: The Two Faces of Scientific Reasoning" (Dawson & Rowell); "The Influence of Gender, Ethnicity and Rurality Upon Perceptions of Science" (Dunne & Rennie); "Rediscovering Ignorance" (Edwards); "Practicalizing Piaget at the ASEP Guidelines Conference 1970" (Fawns); "The Quality of Teacher Education Programs" (Fensham & West); "Learning Environment, Learning Styles and Conceptual Understanding" (Ferrer); "Misconceptions and Light" (Fetherstonhaugh); "Scaffolding Conceptual Change in Early Childhood" (Fleer); "The Technology-Science Relationship: Some Curriculum Implications" (Gardner); "Year 12 students' Attainment of Scientific Investigation Skills" (Hackling & Garnett); "Outcomes of the Primary and Early Childhood Science and Technology Education Project at the University of Canberra" (Hardy, Bearlin, & Kirkwood); "Australian Studies: A Vehicle for Scientific and Technological Literacy?" (Jane); "Developing a Taxonomy of Science Concepts Based on a Scale of Empirical Distance" (Jones); "'Expert' and 'Novice' Subjects' Approaches to Genetic Problem Solving in a Computer-Based Setting" (Kinnear & Simmons); "The Constructivist Paradox: Teachers' Knowledge and Constructivist Science Teaching" (Louden & Wallace); "Diagram Information and Its Organisation in Memory: Exploring the Role of Skill and Experience" (Lowe); "Research into the Environment of Science Laboratory Classes in Australian Schools" (McRobbie, Giddings, & Fraser); "Development of Student Inquiry Skills in a Computerised Classroom Environment" (Maor); "History, Philosophy and Science Teaching; Current British, American and Australian Developments" (Mathews); "Focus Folklore: Reflections of Focus Teachers on the Sci-Tec In-service Project" (Napper & Crawford); "Science Education Research in Papua New Guinea 1978-1990" (Palmer); "Aboriginal Studies and the Science Curriculum: Affective Outcomes from a Curriculum Intervention (Ritchie & Butler); "Effects of Background and Classroom Characteristics on the Science Achievement of 10-year-

composting, and ethanol. Appendices include a correlation with the Illinois State Goals for Learning, glossary, and worksheet answers. An accompanying activity book contains activities organized to match the chapters in the teacher guide. Contains 36 references. (MKR)

ED 404 121 SE 054 734

Browne, Naima, Ed.
Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
PUB DATE- 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Elementary Education; *Equal Education; Mathematics Education; Nursery Schools; *Primary Education; Science Curriculum; *Science Education; *Sex Differences; Student Evaluation; Teacher Education; *Technology Education; *Womens Education

During the early 1980s there was a lack of research regarding gender issues for early childhood and elementary education. This document attempts to fill this chasm by addressing gender issues in science and technology for primary education schooling and early-years education. The following chapters are included: (1) "Science and Technology in the Early Years of Schooling: An Introduction" by Naima Browne; (2) "The Ideological Context of Science Education in the Early Years: An Historical Perspective" by Naima Browne; (3) Achieving Equality in the Science Education of Early-Years Teachers in Initial Teacher Education" by Iram Siraj-Blatchford; (4) "'Girls' Stuff, Boys' Stuff': Young Children Talking and Playing" by Naima Browne and Carol Ross; (5) "Fair Play: Children's Mathematical Experience in the Infant Classroom" by Rose Parkin; (6) "The Role of the Nursery School in Developing a Non-Sexist Approach to Science and Technology" by Eve Lyon; (7) "Design It, Build It, Use It: Girls and Construction Kits" by Kim Beat; (8) "Challenging Sexism-Cycling Yesterday and Today: An Account of a Cross-Curricular Project" by Julie Cahill and Uma Pandya; (9) "Planning and Assessment in the Early Years" by Jane Savage; (10) Inquiring Girls: An Examination of Published Science Education Materials" by Patience MacGregor and Claudette Williams; and (12) "Science INSET and Equal Opportunities in the Early Years" by Barbara Wyvill. (ZWH)

ED 404 122 SE 054 751

Woolnough, Brian E.
Effective Science Teaching. Developing Science and Technology Education.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Quality; *Educational Research; Elementary Secondary Education; Engineering Education; Excellence in Education; *Science Curriculum; *Science Education; *Student Projects; *Teacher Effectiveness; Teaching Methods

Effective science teaching is a topic of concern to many science educators. Throughout its six chapters, this book provides among Us; (24) Self-Watering Planters; (25) Plant Scavenger Hunt; (26) Behavior of Earthworms; (27) Pulse and Respiration; (28) Lung Model; (29) Carbon Dioxide and Exercise; and (30) Nerve Distance. (ZWH)

ED 404 142 SE 055 078

Jensen, Robert J., Ed.
Research Ideas for the Classroom: Early Childhood Mathematics.
PUB DATE- 93
NOTE- 390p.; For other books in the series, see SE 055 079-080.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Addition; Affective Behavior; Calculators; Computers; Division; Early Childhood Education; *Elementary School Mathematics; Fractions; Geometry; Mathematics Education; Measurement; Multiplication; Numbers; Research Needs; *Research Utilization; Student Evaluation; Subtraction; Teacher Influence; Technology
IDENTIFIERS- *Mathematics Education Research; Number Sense; Teacher Researcher Cooperation

Research Ideas for the Classroom is a three-volume series of research interpretations for early childhood, middle grades, and high school mathematics classrooms. Each volume looks at research from the perspective of the learner, the content, and the teacher, and chapters are co-authored by a researcher and a teacher. Chapter titles in the early childhood volume are: (1) Cognition: Young Children's Construction of Mathematics (Herbert P. Ginsburg, Joyce Baron); (2) Affect: A Critical Component of Mathematical Learning in Early Childhood (Sherry Renga, Lidwina Dalla); (3) Early Number and Numeration (Joseph N. Payne and DeAnn M. Hunker); (4) Addition and Subtraction in the Primary Grades (Arthur J. Baroody and Dorothy J. Standifer); (5) Multiplication and Division: Sense Making and Meaning (Vicky L. Kouba and Kathy Franklin); (6) Early Development of Number Sense (John Van de Walle and Karen Bowman Watkins); (7) Problem Solving in Early Childhood: Building Foundations (Ray Hembree and Harold Marsh); (8) Teaching Measurement (Patricia S. Wilson and Ruth E. Rowland); (9) Geometry and Spatial Sense (David J. Fuys and Amy K. Liebov); (10) Introductory Common and Decimal Fraction Concepts (Karen Langford and Angela Sarullo); (11) Calculators and Computers (Patricia F. Campbell and Elsie L. Stewart); (12) Classroom Organization and Models of Instruction (Carol A. Thornton and Sandra J. Wilson); (13) Curriculum: A Vision for Early Childhood Mathematics (Barbara J. Dougherty and Loretta Scott); (14) The Teacher's Influence on the Classroom Learning Environment (William S. Bush and Lisa A. Kineer); (15) Assessment and the Evaluation of Learning (G. Edith Robinson and Karen T. Bartlett); (16) Teacher as Reflective Practitioner (Margaret Ackerman). The tables of contents for the middle grades and high school volumes are included. (MKR)

ED 404 143 SE 055 079

Owens, Douglas T., Ed.
Research Ideas for the Classroom: Middle Grades Mathematics.
PUB DATE- 93
NOTE- 368p.; For other books in the series, see SE 055 078-080.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

a radio receiver while learning the importance of these tools to astronomers; find a simulated signal that has been sent through space from somewhere in the cosmic "haystack"; and decipher the meaning of the message they received. In a final mission, students imagine the impact on our culture of receiving a message from extraterrestrial intelligence by role-playing various special interests in a mock conference. Throughout the curriculum and its activities, students work in cooperative teams and build on the knowledge of previous missions to help them understand the complexity of sending and receiving interstellar radio signals. (DDR)

ED 404 160 SE 059 685

Shaw, Edward L., Jr.; Hatfield, Mary M.
A Survey of the Use of Science Manipulatives in Elementary Schools.
PUB DATE- 6 Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Tuscaloosa, AL, November 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Hands on Science; Inquiry; Inservice Teacher Education; *Manipulative Materials; *Science Education; *Scientific Attitudes; Surveys

The research question used for this study was Can elementary classroom teachers identify "familiar" science manipulatives as well as the availability of manipulatives and percentage of time they are used in their classroom? Questions were also asked to determine factors that influence manipulative use, science units that are appropriate for the incorporation of manipulatives, and whether manipulative use spans all elementary grade levels. The subjects were 143 teachers from elementary schools throughout the largest school district in southwest Alabama. Although teachers showed a relatively high familiarity with with certain manipulative aids, the availability of these aids for the classrooms was low. In conjunction with familiarity and availability, the use of manipulatives occurred in less than 20% of the school days. Since science is taught on the average of one period per day, the results indicate that manipulatives are used in only one of the five periods per week. Hence, overall science manipulative use in this study appears minimal. The authors argue that manipulatives are important for developing scientific inquiry skills, and they suggest additional inservice teacher education in the use of science manipulatives. The manipulatives questionnaire is included as an appendix. (PVD)

ED 404 161 SE 059 687

Park, Hae-Seong; Norton, Scott M.
Gender Differences of Gifted and Talented Students on Mathematics Performance.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Knowledge Representation; Mathematics Achievement; *Mathematics Tests; National Competency Tests; Standards; *Student Evaluation; Test Construction; *Test Items; *Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

This study aims to evaluate the degree to which the achievement level descriptions adopted by the National Assessment Governing Board (NAGB) for the 1992 assessment in mathematics accurately represent what students at a given achievement level can do. NAGB descriptions of the levels were used to form lists of statements about what students at a given grade and level should be able to do. Judges then used those statements to identify items from the 1992 mathematics assessment that called for the knowledge, skill, or understanding contained in the descriptor-based statements. The three main findings that emerge from this study are: (1) the achievement level descriptions are not clear enough to support consistent interpretation; (2) the 1992 National Assessment of Educational Progress (NAEP) mathematics assessment provided sparse coverage or no coverage of some of the skills included in the achievement level descriptions; and (3) frequently many, in some cases a majority, of the students at a given level did not successfully answer items linked to certain aspects of the descriptions at that level. In summary, the analyses do not support the validity of the published narrative descriptions as characterizations of what students within specified scoring ranges can do. Contains 19 references. (DDR)

ED 404 180 SE 059 722

Burstein, Leigh; And Others
The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 31 Aug 93
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; *Test Construction; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This report evaluates the degree to which the achievement level descriptions adopted by the National Assessment Governing Board (NAGB) for the 1992 National Assessment of Educational Progress (NAEP) assessment in mathematics accurately represent what students at a given achievement level can do. Three different analytical approaches were used in the investigation and resulted in the following conclusions: (1) judged in terms of actual student performance, many of the items selected as exemplars of the achievement levels are misleading; (2) the 1992 NAEP mathematics assessment did not measure some of the attributes included in the descriptions of the achievement the denationalization issue are included. (DK)

ED 404 200   SO 024 395

Peano, Serge
The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
PUB DATE- 11 Feb 93
NOTE- 13p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Decentralization; Developed Nations; Developing Nations; Educational Equity (Finance); *Educational Finance; *Educational Planning; Educational Research; Elementary Secondary Education; *Enrollment Rate; Expenditure per Student; Foreign Countries; Higher Education; Population Growth

This paper presents statistics on the education systems of various areas of the world. The document includes six tables in which data are broken down into developed countries, developing countries, Sub Saharan Africa, Arab states, Latin America and the Caribbean, Eastern Asia and Oceania, and Southern Asia. Each graph gives a world total for figures presented. Table 1 represents population under 15 years of age in 1990, pupil numbers and educational expenditure in 1988. Table 2 illustrates trends in the size of the under-15 population group in millions. The paper predicts that population growth and the development of education will mean that education systems will need more finance, with the greatest changes continuing to occur in Sub Saharan Africa. Table 3 shows enrollment in formal first level education in millions. Table 4 shows enrollment in formal second level education in millions. Economic and financial difficulties are limiting state resources for education. The problem of finance for education does not arise in anything like the same terms in the industrialized countries, where population changes have stabilized and enrollments have already broadly developed, as in countries that are having to face up to considerable population growth and the expansion of enrollments. Table 5 represents trends in the proportion of gross national product (GNP) devoted to public expenditure on education. Table 6 shows trends in average expenditure per pupil in first and second levels as a percentage of per capita GNP. Recommended solutions include making better uses of existing resources and finding other sources of financing. (DK)

ED 404 201   SO 024 396

Hancock, A.
Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
PUB DATE- Feb 93
NOTE- 15p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education;

dimension of education, and lifelong education. The speaker describes three main crises facing the world at the turn of the century: (1) the economic crises; (2) the crisis of the ideology of progress; and (3) a form of moral crisis. Points illustrating the failures of development policies and their links with education include literacy and school attendance. The failures of these policies were due also to aggravating factors such as the population in developing countries, and the crisis in funding. Six lines of inquiry are set forth: (2) education and culture, or how to progress towards self control and an understanding of the world; (2) education and citizenship or how can education lead to free and responsible participation in the life of society; (3) education and social cohesion; (4) education, work, and employment; (5) education and development, or how education can contribute to progress and to its balanced spread throughout the economic and social fabric; and (6) education, research, and science. (DK)

ED 404 218 SO 024 453

Delors, Jacques
Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
PUB DATE- 20 Apr 93
NOTE- 7p.; For related items, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Developing Nations; Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; International Relations; *Social Change; *World Problems

In this paper the chairman of the International Commission on Education for the Twenty-First Century reviewed commission discussions on education in the 21st century. The growing interdependence of the modern world is discussed including the results of the U.S. economic ideology of the Ronald Reagan era on the world economy, and the collapse of the Communist system. A vast economic mutation and the appearance of the new international division of labor occurred as industries were decentralized to places where production costs were cheaper. The countries benefiting from this development were intent on making their voices heard. Another feature of the emerging world was a no less important mutation occurring in science, which brought the information society and new kinds of employment into being. The commission drew up a preliminary list of problems, challenges and dangers that it would have to consider. The first problem identified was demographic movements and population. A second problem was bound up with the environment. A third stemmed from economic and financial turmoil. A fourth problem was the scarcity of jobs. Education and universal values were discussed. The end purposes of education are defined as: (1) ensuring the all round development of the individual and making that person capable of achieving self fulfillment in a pluralist society; (2) training social beings who were capable of communicating and discharging the responsibilities of citizens; (3) countering inequality of opportunity; (4) providing a response to the different needs of the economy; (5) providing opportunities for education throughout life; (6) ensuring technical progress; and (7) providing support for mutual cooperation. (DK) support must be provided if serious social studies reform is to occur; more attention to multiculturalism seems warranted; and current restructuring efforts underscore that policymakers need to examine how social studies should be integrated with other areas of the curriculum such as language arts and science. Sample questionnaires used in surveys conclude the paper. Contains 21 references. (JAG)

ED 404 240 SO 026 495

Wolfman, Ira
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.
SPONS. AGENCY- Statue of Liberty-Ellis Island Foundation, New York, NY.
PUB DATE- 91
NOTE- 179p.; Foreword by Alex Haley and illustrations by Michael Klein. For related teacher's guide, see SO 026 496.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010),Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Ethnic Origins; Family History; *Genealogy; Social Studies
IDENTIFIERS- *Family of Origin; Haley (Alex); Historical Materials

This book offers a comprehensive method for those who seek to discover their own family history. Techniques used for study are pedigree charts, family group sheets, reading relationship charts, and the study of historical immigration movements. Information on how to research family genealogies by way of the family Bible, handling photographs, tape recording interviews, and saving facts of one's own life also are covered. The appendix provides information on a dictionary of American last names, correspondence log, abstract of citizenship papers, where to write for birth and death records, and how to access the National Archives Regional Archives System. (JAG)

ED 404 241 SO 026 496

Wolfman, Ira
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.
PUB DATE- 91
NOTE- 24p.; For related student guide, see SO 026 495.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Ethnic Origins; Family History; *Genealogy; Social Studies; Teaching Guides
IDENTIFIERS- *Family of Origin; Historical Materials

This teacher's guide to "Do People Grow on Family Trees?" provides the classroom teacher with thought-provoking discussion topics and questions and curriculum-enhancing activities. It presents objective-based, action learning strategies that involve students in the following: simulation situations that lead to problem solving and other higher-thinking-level skills, interesting research and data collecting projects, design and utilization of charts and diagrams, reading and writing in content area, cooperative learning group activities, and group discussions and debates. This guide is geared toward the fourth to eighth grades. The activities

ED 404 264 SO 026 807

Fier, Harriet, Ed.; And Others
How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; *Democracy; Elementary Education; *Law Related Education; *Social Studies; Voting

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept of laws helping people to live together and how people help make the laws. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 265 SO 026 808

Fier, Harriet, Ed.; And Others
A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; American Studies; *Citizenship; *Civics; *Community; Cooperation; Critical Thinking; *Democracy; Elementary Education; Law Related Education; *Social Studies; Voting
IDENTIFIERS- *Pledge of Allegiance

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the meaning of the words in the Pledge of Allegiance. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 266 SO 026 809

Fier, Harriet, Ed.; And Others
Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.

world-wide views of art cultures, communities, families, and the individual student. The unit lessons, which follow a discipline-based art education format are: (1) "The Real Me," which focuses on self-portraiture; (2) "Changes and Constants," a comparison of the past and contemporary roles of the family, stressing the diverse nature of families; (3) "Traditions," has students creating a print edition, while defining the varied traditions of their communities; (4) "Symbols of Culture," focuses on sculpture and assemblage as an art form; and (5) "Viewpoints" has students creating a class mural representing a worldwide view of cultures and purposes of art. Student handout sheets, "Aids for Activities," and "Supplemental Materials" conclude the guide. (MM)

ED 404 288   SP 033 927

Texas Teacher Appraisal System. Evaluation Study.
PUB DATE- Apr 91
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Career Ladders; *Contracts; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; Surveys; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teaching (Occupation)
IDENTIFIERS- *System Evaluation; *Texas Teacher Appraisal System

In 1984, consistent with reform efforts, the Texas legislature had directed the State Board of Education to adopt an appraisal process and criteria with which to appraise teachers' performance for career ladder purposes, improvement of instruction, and contract renewal decisions. In 1989, the Texas Legislature mandated an evaluation study of the Texas Teacher Appraisal System (TTAS) to be conducted by the Texas Education Agency. This report describes the implementation and results of the evaluation. The analyses generally indicated that the TTAS as implemented did not result in discrimination among various performance levels of teachers. This conclusion was based on the finding that use of the TTAS resulted in repetitive scores, patterning of score frequencies, and use of only two of the five available summary categories. Although most respondents agreed that the TTAS has potential as a teacher appraisal system, it is not being used in a manner consistent with good practice. There was also no support from the results of the study for keeping the career ladder as currently implemented in districts. Several approaches to improving the TTAS have potential, such as restricting the use of TTAS to beginning teachers, including objective measures of student performance, and making participation in the system voluntary. Contains several recommendations. (LL)

ED 404 289   SP 034 273

Graham, George M., Ed.; Jones, Margaret A., Ed.
Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Athletics; Case Studies; *College School

of which 60 percent returned usable responses. Results suggest that participation in both programs, rather than just one, may pose some challenges for campus administrators and staff, but not for students. Also, while student reactions to the two programs were generally similar and positive, there were some troubling differences among students of different ethnic groups and income levels. Nearly twice as many students in FFLEP than in FDSLP indicated difficulty in understanding the instructions or the loan process. FFLEP students, especially minority group students, also expressed more concerns about timing and helpfulness of staff. Overall, 80 percent of students and families indicated satisfaction with the loan process. Tables detail student characteristics and survey responses. The survey and accompanying letters are included. (JLS)

ED 403 853   HE 029 898

Anosike, Nnamdi
The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.
PUB DATE- Oct 96
NOTE- 17p.; Paper presented at the National Historically Black Colleges and Universities Faculty Development Symposium (Memphis, TN, October 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Students; Higher Education; Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; *Remedial Mathematics; Student Motivation; Teaching Methods; Universities
IDENTIFIERS- African Americans; *Rust College MS

There is a myth in the African American community that only a few students are bright enough to effectively learn quantitative skills, and many African American students attend college with the assumption that they are not good at mathematics and as a result cannot choose majors that require the mastery of quantitative skills. African American students are said to learn better via visually-aided instruction, to prefer to have instruction demonstrated in a variety of ways, and to prefer participatory learning. At an undergraduate institution where some students have limited preparation in quantitative skills, a strong remedial program is often in place, and deficiencies are eliminated during the freshman year. Statistics indicate that in junior level quantitative courses, many of the students are still ill-prepared. In an alternative instructional strategy called "in-class assignment," two instructional strategies are used: (1) in-class individual and group problem-solving sessions between lectures, and (2) the use of examples that reflect the socioeconomic backgrounds of the students. This approach has resulted in a decline in the rate of absenteeism, an increase in the desire to learn quantitative skills, and an increase in the number of students who perform at a level higher than their standardized test scores suggest. (Author/JLS)

ED 403 854   HE 029 899

Couples, Chris; Luke, Timothy W.
Academic Infotecture: Course Design for Cyberschool.
PUB DATE- Nov 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern

digital land lines to a regional "hub." Students in extended campus sites can see and hear an instructor teaching from the main campus and be engaged in interactive discourse. Students in two different undergraduate courses were surveyed on their attitudes toward teaching by television at the middle of the semester and at the end of semester, at both the main and extended campus locations. Students responded to nine items pertaining to general information, attitudes towards KTLN classes, technical aspects of the interactive TV class, and logistical support. Mid-semester and end of semester results were compared. Responses relating to whether students learned as they would in a traditional class, and their confidence and comfort level with a KTLN class remained the same or increased for both classes, at the main and extended campus locations. In both classes, students' perceptions of the advantages of a KTLN class outweighing the disadvantages increased for the main campus site, but stayed the same for the extended campus location. (Contains 16 references.) (Author/SWC)

ED 403 872 IR 018 227

Heflich, David A.
The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
PUB DATE- Nov 96
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; Computer Mediated Communication; *Computer Uses in Education; Constructivism (Learning); Electronic Mail; Elementary Secondary Education; Independent Study; Individual Instruction; Information Networks; Interviews; *Online Systems; *School Support; *Teacher Attitudes
IDENTIFIERS- *Access to Computers; Positivism; Self Direction; *Technology Integration

Constructivist teaching has become a dominant theme in educational literature in response to the positivist model of education that is prevalent in schools. In order for K-12 education to become more constructivist, there must be a qualitative change in teaching practice from didactic to self-directed student learning. The use of online technology as computer mediated communication encourages teachers to become more committed to individualized instruction and small group work, which are both elements of self-directed students. This study investigated the attitudes and practices of educators who are participants in online educational discussion groups. The sample consisted of 25 respondents representing 16 states and 6 countries, and elementary, secondary, and K-12 schools. Teachers from two different groups of schools were identified: those who work in an environment in which the use of online technology is thoroughly infused in all aspects of the curriculum; and those for whom there is little support for their use of online technology in their classroom. Online interviews were conducted to determine if those using online technology as an integral part of the school curriculum are more likely to exhibit the attitudes and behaviors of constructivist teachers than those who do not. The study found that (1) a high degree of access to online computer technology enhances constructivist teaching and learning, and (2) a

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Services; Information Sources; Internet; *Librarian Attitudes; *Library Services; *Online Searching; Public Libraries; *Reference Services; *World Wide Web
IDENTIFIERS- *New Jersey (Morris County); Search Engines

The purpose of this paper is to show the growing use of the World Wide Web to answer questions in the public library from the perspective of a librarian at the Parsippany Public Library in Morris County, New Jersey. Discussion includes the following: information on Parsippany and Morris County; a brief history of the World Wide Web; uses of a search engine and how to conduct a search with one; why the Web should be used for reference; questions for which the Web is not suitable; search possibilities; browsers; the role of the Web and traditional libraries and reference; benefits of Web searches; sample searches; how patrons feel about the Internet and the Web; and future reference possibilities. (AEF)

ED 403 890 IR 056 262

Langley, Anne; And Others
Journals Online News: Dispersing Collection Management Information on the World Wide Web.
PUB DATE- 96
NOTE- 5p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Mediated Communication; *Computer System Design; Higher Education; Hypermedia; Internet; *Library Collection Development; Library Services; Online Systems; *Periodicals; *Scholarly Journals; *World Wide Web
IDENTIFIERS- *University of Tennessee Knoxville; Web Sites

Journals Online News (JON) is a World Wide Web site created and maintained by the Collection Development Team at the University of Tennessee, Knoxville (UTK) Libraries in order to speak with the UTK community about journals-related issues. Its primary function at present is to provide UTK faculty and other interested parties with the latest information about the ongoing journals review and cancellation project, and to serve as a conduit for transmitting the faculty's concerns about that process to the appropriate library staff. The process of creating JON began with hiring a student assistant as a website creator and administrator. JON went online in the summer of 1995, but as the deadline for submission of titles approached, University administrators ended the review; the Chancellor had received a letter from a faculty member pleading that UTK not become a "University of Mediocrity." The University managed to produce $250 in one-time money to supplement the journals fund and the shortfall of nearly $400,000 was covered with endowed funds. A one-year evaluation cycle was launched to identify less-needed titles. To accommodate faculty who are computer-shy

Classroom situations) (055),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Improvement Programs; *Information Services; *Library Administration; Library Development; Library Services; Program Implementation; *Quality Control; Teamwork; *Total Quality Management; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Benchmarking; Customer Services

Information services managers have a responsibility to provide the best information delivery possible. The basic principles of total quality management can be used by information professionals to help justify library funding through the creation of an environment where customer-patron satisfaction is paramount. This book reveals how to apply the basic concepts of quality management within a library context. Content highlights include management practices in information services; defining quality management; benchmarking; the learning organization; initiating quality management programs; improving customer care practices; the route to continuous improvement in information services; building trust and teamwork; senior management's role in the total quality plan; and developing and implementing the quality management plan. (Author/AEF)

ED 403 908 IR 056 285

St. Clair, Guy
Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Business Administration; *Entrepreneurship; Higher Education; Information Services; *Library Administration; *Library Development; *Organizational Effectiveness; Public Libraries; Quality Control; School Libraries; Systems Development; Teamwork
IDENTIFIERS- Corporate Libraries

The need to approach library management from an entrepreneurial business perspective is vital, whether the information facility is in a corporate, academic, public or school setting. Although librarianship is not a business, library management must be driven by the same characteristics-- responsibility, performance, and control--as any other enterprise. This new resource offers specific techniques for creating an entrepreneurial environment in a library or information services organization, ranging from taking risks, to cultivating teamwork, to displaying leadership. In addition, it provides ideas for initiating such techniques where a less successful operation is already in place. Topics include defining entrepreneurial management; convincing those resistant to change; adapting the characteristics of successful businesses to your library; developing the product--information services--in an entrepreneurial environment; encouraging risk and rewarding success; and reorganizing the library to take advantage of good business practices. (Author/AEF)

ED 403 909 IR 056 286

NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; *Computer Mediated Communication; *Cultural Pluralism; Culture; Curriculum Development; *History Instruction; Instructional Improvement; Interdisciplinary Approach; Literature; Program Descriptions; Two Year Colleges; *United States History; *United States Literature; Workshops
IDENTIFIERS- Anoka Ramsey Community College MN

In 1996, Minnesota's Anoka Ramsey Community College (ARCC) participated in the Exploring America's Communities project sponsored by the American Association of Community Colleges. The project works to strengthen the teaching and learning of American History, literature, and culture at U.S. community colleges. The grant application from the ARCC team specified three areas for action: inclusion of concepts of pluralism and identity into teaching and activities, development of an interdisciplinary course, and organizing a series of Internet-based conversations for ethnically diverse student bodies. The major accomplishments to date can be divided into two categories: communicating the program's efforts to the college community and hosting events. Bringing faculty into the project was accomplished by one-on-one meetings, and a newsletter maintaining the presence of the subject for faculty and administrators was started. A week-long screening of the video "Exploring America's Communities Teleconference" was presented. Following the film, discussions on the subjects of community and identity were held. Additionally, a pair of workshops were held to discuss curriculum changes. Future projects under development include an Internet link-up, which will enlarge student-to-student communication. Faculty are also making substantial progress in curriculum transformation, and team members will continue to supply them with resources and encouragement. (HAA)

ED 403 926 JC 970 089

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; *Cultural Pluralism; Culture; Curriculum Development; *Discussion; History Instruction; Instructional Improvement; *Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; United States Literature
IDENTIFIERS- Atlanta Metropolitan College GA

In 1996, Atlanta Metropolitan College (Georgia) participated in the American Association of Community Colleges' Exploring

Central Community Final Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 9p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; *Cultural Pluralism; Curriculum Development; Discussion; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Iowa Central Community College

In 1996, Iowa Central Community College participated in the Exploring America's Communities project sponsored by the American Association of Community Colleges. The project worked to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. Due to the limited scope of the students' understanding of American "identity" and the differences and commonalties between different groups of Americans, the focus of the college's action plan was the development of a course that integrated American history and American literature and emphasized the quest for common ground in assessing American identity. The course is slated to be taught for the first time in the fall of 1997. Students enrolled in the team-taught course will participate in discussions and volunteer in the community. The effort made by team members, faculty, department heads and administration have allowed the planning and development of the course to run smoothly. Participants have been generally supportive. Perhaps the greatest obstacle has been the lack of release time for the team members. The need for inservice training in diversity for all employees has been recognized. Such training would give faculty the opportunity to participate in special staff development seminars on inclusion of American pluralism and identity into their specific disciplines. (HAA)

ED 403 943 JC 970 106

Itawamba Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; *Community Colleges; *Cultural Pluralism; Discussion; Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Itawamba Community College MS

In 1996, Itawamba Community College (Mississippi) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the social/economic class. (HAA)

ED 403 959 JC 970 122

Tarrant County Junior College District, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; Curriculum Development; Ethnic Studies; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; United States Literature
IDENTIFIERS- Tarrant County Junior College TX

In 1996, Tarrant County Junior College District participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The primary goals included the following: (1) to develop an inclusive, non-traditional approach to the teaching of American literature, history, and culture; (2) to add courses across the curriculum that would be committed to the multi-cultural theme; and (3) to create a unified learning community. Steps taken to develop Common Ground courses included preparing students, faculty, and administration for the new courses, developing a newsletter, presenting an outline of the project to administrators and faculty, and holding a session where team members could share their ideas and materials. The teaching team now has a feel for what works and what does not, and the faculty's decision to relate historical events to contemporary life has turned out well. Classroom discussions centered on both historical information learned in the course and contemporary viewpoints from the course's reader. Obstacles faced by teachers included students who did not complete the reading assignments, class members who monopolized the conversation, and a poor mix of ethnic groups in the course. Remaining tasks include establishing better communication among campuses and adding other teamed and stand-alone Common Ground courses. (HAA)

ED 403 960 JC 970 123

Tulsa Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

1990 annual report and a financial statement. Highlights of the year were: (1) participation in a world conference on universal primary education; (2) internal reorganization; (3) the funding of 16 new projects; (4) the establishment of a regional center in Trinidad to serve Caribbean countries; and (5) the continuation of the foundation's publication program. The bulk of the report consists of brief descriptions of 110 projects in 41 countries that were funded by the foundation from 1985-1990 and were still functioning in 1991. For each project, the description lists the institution or agency that is officially in charge of the activities, the name of the project, the duration of the activities funded by the foundation, and a profile of the context in which the project operates. (AC)

ED 403 977 PS 022 149

Suskind, Diane
Parent 'N' Me: Parent-Infant Guidance Class.
PUB DATE- Nov 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Higher Education; *Infant Behavior; *Infants; *Parent Child Relationship; Parent Counseling; *Parent Education; *Parent Role; Preschool Education; Program Descriptions
IDENTIFIERS- Fitchburg State College MA

The Parent 'N' Me course at Fitchburg State College in Fitchburg, Massachusetts, is for parents who wish to observe the competency of their 2- to 6-month-old infants, encouraging an infant-oriented environment that allows the infants to become attentive, active, exploring individuals who reward themselves in the mastery of new tasks. The course allows the infant to become an active participant rather than a passive recipient during self-help activities such as diapering and feeding. The 8-week course pairs each parent with an early childhood Fitchburg College student, allowing the student to observe and help care for the mother's infant. Student-infant and parent-infant interactions are videotaped and later observed by the class. The course shows parents: (1) how to observe, understand, respect, and enjoy the individuality of each infant; (2) what to expect of their infants at any given stage of development; (3) how to set up an infant-oriented environment at home; (4) how to synchronize infants' needs and wants with parents' needs and wants; and (5) when to intervene and not intervene in the infants activities. (Introductions from the instructor and early childhood students, course participant testimonials, and course observations are included.) (MDM)

ED 403 978 PS 022 271

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
PUB DATE- Apr 93
NOTE- 24p.; For the English version, see ED 375 962.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB DATE- Jan 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Abuse; *Child Health; *Childhood Needs; Child Neglect; Children; Child Welfare; Crime; Early Childhood Education; Elementary Secondary Education; Mortality Rate; *Social Indicators; State Programs; State Surveys; Statistical Surveys; Well Being; *Youth Problems
IDENTIFIERS- *Oklahoma

This data book presents findings of the Kids Count Project on current conditions faced by Oklahoma children age birth through 18. This second annual factbook organizes state and county data over a period of time to enable conditions for children in each county to be compared and ranked. The benchmark indicators studied include low birthweight infants, infant mortality, births to teens, child abuse and neglect, child and teen deaths, children living in poverty, high school drop-outs, and juvenile crime arrests. Each benchmark indicator is fully defined and examined individually, with data presented on the counties with the ten highest rates, change over the years of available data, and racial data. The report illustrates that there is little to suggest improvement from the statewide picture of children provided by the 1995 issue. Three benchmarks continued to worsen: low birthweight infants, child abuse, and juvenile arrests. Two benchmarks showed continued improvement--infant mortality and child death. The benchmark for high school drop-outs ceased its past improvement and showed little change. Although no new data for child poverty was available, census estimates indicate that child poverty statewide continues to worsen. (SD)

ED 403 995 PS 024 917

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; Health Care Costs; *Health Insurance; *Health Needs; Medical Care Evaluation; Pregnancy; *Prenatal Care; Social Services; Workshops
IDENTIFIERS- *Health Care Reform; Institute of Medicine DC

The complexity and constantly changing dimensions of national discussions about health care reform hold the risk that special problems of children and pregnant women will be overlooked. This monograph summarizes two workshops which discussed the important health policy issues presented by children and pregnant women that should be addressed by any major proposal for health care reform. The monograph contains four chapters: (1) "Including Children and Pregnant Women in Health Care Reform"; (2) "Benefits and Systems of Care for Maternal and Child Health Under Health Care Reform"; (3) "Protecting and Improving Quality of Care for Children under Health Care Reform"; and (4) "Strategies for Assuring the Provision of Quality Services through Managed Care Delivery Systems to Children with Special Health Care Needs." Four appendices list

Support; Foreign Countries; Interviews; Language Maintenance; Maori (People); Pacific Islanders; Program Attitudes; Public Policy; Young Children
IDENTIFIERS- *Access to Services; Family Leave; New Zealand; Parental Leave

This report documents some of the findings from a consultative interview process which marked the final stage of a New Zealand research program on families, work, and education. The consultations followed from, and were based in part on, the report "Striking a Balance: Families, Work, and Early Childhood Education." The focus of this short, follow-up report is on topics concerned with early childhood education and parents in paid work. The report incorporates information provided by 16 key early childhood, community, and policy groups. Issues addressed in the consultations included: (1) benefits and problems of work-based early childhood education; (2) benefits and difficulties of maximizing parents' work time by increasing the hours available for early childhood education services; (3) benefits and difficulties of multiple use of early childhood education services; (4) pros and cons for parents of having a range of early childhood education services available; (5) language maintenance (especially for Maori children); (6) access to early childhood education services in terms of fees and funding, transportation, and location; (7) extent to which services accommodate New Zealand families' changing patterns of paid work; and (8) links between early childhood education policies, parental leave, and other labor market and health policies. The report includes a summary of findings and an appendix containing the interview questions. Contains 15 references. (Author/EV)

ED 404 014 PS 024 997

Loewen, Jerry
Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Age Groups; Apprenticeships; Children; Community Programs; Community Services; Cooperative Learning; *Educational Strategies; Elementary Secondary Education; Experiential Learning; *Intergenerational Programs; Learning Activities; *Mixed Age Grouping; Older Adults; Program Development; School Community Programs; Service Learning; Student Development
IDENTIFIERS- *Intergenerational Learning; *Intergenerational Relationship

This paper examines the definition and practice of intergenerational learning programs, and attempts to determine the characteristics of successful and meaningful programs of this type. The first section defines intergenerational learning and states its purpose: to bring young and old together for the purpose of learning from one another, under the assumption that the learning process never ends. The second section discusses the justifications of intergenerational learning by examining studies and existing programs. The third section examines service learning and apprenticeships as intergenerational learning models. The fourth section describes the characteristics of successful intergenerational programs and classifies them as curriculum-based, relationship-based, primary and secondary data sources, and the methodology used to compute the findings. (SD)

ED 404 032 PS 025 087

Spodek, Bernard, Ed.; Saracho, Olivia N., Ed.
Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.
PUB DATE- 91
NOTE- 256p.; For resume to Yearbook in Early Childhood Education, Volume 3, see ED 365 437.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Books (010)
DESCRIPTORS- Childhood Needs; Cultural Influences; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Developing Nations; Developmental Continuity; Developmental Stages; *Early Childhood Education; Educational Change; Educational History; Educational Principles; Educational Trends; Instructional Materials; Play; Standardized Tests; Student Evaluation
IDENTIFIERS- Developmentally Appropriate Programs; Diversity (Student); Family Support; Historical Background

A curriculum is a repertoire of learning experiences, planned and organized according to the program's educational goals. The curriculum development process of early childhood education differs in many ways from that of other levels of education. Intended for curriculum planners, education policy-makers and other early childhood education professionals, this collection of articles illuminates many of the issues related to early childhood curriculum development as it exists today and as it has evolved over time. Following an introductory chapter by the editors on concepts of early childhood curriculum, the articles in the yearbook are: (1) "Early Childhood Curriculum and Cultural Definitions of Knowledge" (Bernard Spodek); (2) "Diversity and Change in Young Children: Some Educational Implications" (Herbert Zimiles); (3) "The Concept of Development in the Early Childhood Curriculum" (Anthony D. Pellegrini and Janna Dresden); (4) "A View of Materials as the Texts of the Early Childhood Curriculum" (Harriet K. Cuffaro); (5) "The Role of Play in the Early Childhood Curriculum" (Olivia N. Saracho); (6) "Current Technology and the Early Childhood Curriculum" (Douglas H. Clements); (7) "Moving from Here to There: Rethinking Continuity and Transitions in Early Care and Education" (Sharon L. Kagan); (8) "Informal Social Support and Parenting: Understanding the Mechanisms of Support" (Joseph H. Stevens, Jr.); (9) "The Influence of Standardized Tests on the Early Childhood Curriculum, Teachers, and Children" (Lorrie A. Shepard); (10) "Searches for Validity in Evaluating Young Children and Early Childhood Programs" (Douglas R. Powell and Irving E. Sigel); (11) "Trends in Early Childhood Education and Development Programs: Perspective from the Developing World" (Cassie Landers); and (12) "Curriculum Alternatives for the Future" (Olivia N. Saracho and Bernard Spodek). Each of the articles contains references. (HTH)

ED 404 033 PS 025 088

Springsteen, Debra
Implementing a Multi-age Model in a New York City Public School.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Latin Americans; Poverty; *Prevention; Puerto Ricans; Racial Differences; Risk; Sexuality
IDENTIFIERS- *Latinas; Sexual Attitudes

Among Latinas, the number of cases of Acquired Immune Deficiency Syndrome (AIDS) is increasing relentlessly. From August 1989 to August 1990, there was a 53 percent increase nationally in cumulative AIDS cases among Latinas. In New York City, AIDS is the leading cause of death among Latinas aged 25-34. The conditions and circumstances that place Latinas at greater risk for Human Immunodeficiency Virus (HIV) infection are poverty, substance abuse, lack of access to primary health care, late or no prenatal care, increase in sexually transmitted diseases, high rates of adolescent pregnancy, and culturally prescribed gender roles and sexual attitudes. Poverty in the Latino community reduces access to quality health care and is conducive to the transmission of HIV. Victims of poverty have already compromised immune systems, they receive disease prevention information too late, they forego treatment of sexually transmitted diseases, and they do not receive adequate treatment for substance abuse. Intravenous drug use is the primary mode of transmission of HIV among Latinas. In addition, Latinos have low rates of condom use due to traditional male attitudes and the reluctance of women to promote condom use. An underlying danger in HIV/AIDS prevention programs targeted to women of reproductive age is the potential for abuses of reproductive rights. Health care providers may overtly, or covertly, promote reproductive decisions (contraception, sterilization, and abortion) that conflict with a woman's religious beliefs and deeply valued procreative needs. Prevention strategies must be comprehensive and address the impacts of class, gender, and political disempowerment; limited access to health care; and high risk of infection. (KS)

ED 404 051   RC 019 474

de la Vega, Ernesto
Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
PUB DATE- Mar 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Contraception; *Cultural Differences; *Educational Strategies; *Health Education; *Homosexuality; Latin Americans; Prevention; Sex Differences; *Sexuality
IDENTIFIERS- *Latinos; Sexual Attitudes

Latino and Latina sexual attitudes and behaviors must be understood if educators and counselors hope to reach this population with effective sexuality and Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) information and education. The general U.S. Latino population is mostly sexually conservative; direct talk in public and private is still basically unacceptable among Latinos, and sexual roles are still extremely polarized. For many poor Latino women and men, childbearing may be the only way to prove that they are socially productive and thus worthy of respect. There is almost a total lack of adequate sexuality education in U.S. Latino communities. In addition, many Latinas basically have no authority over the sexual act, so to provide them with condoms without preparing their male partners as well is unproductive and may encourage domestic violence. Latinos and

"University of Alberta Climbing Wall: Wall Design and Construction" (Glenda Hanna); and "Why Is Outdoor Recreation Worth $30 Million to the Air Force?" (Phillip Heeg). Includes conference schedules and speaker profiles. (SV)

ED 404 068 RC 020 907

Hanna, Glenda
The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Foreign Countries; Legal Responsibility; Models; *Organizational Objectives; *Professional Associations; *Skiing; *Teacher Certification; *Training
IDENTIFIERS- *Canada; *Canadian Association of Nordic Ski Instructors

Since its formation in 1976, the Canadian Association of Nordic Ski Instructors (CANSI) has certified over 2600 instructors across Canada. CANSI aims to provide a standard of excellence in certified nordic ski instruction by maintaining uniform and current nordic techniques, to encourage the skiing public to take advantage of the benefits of nordic ski instruction, and to provide supportive and stimulating resources to instructors through networking. A volunteer board of directors represents each of nine geographical regions. Three categories of membership status are available. Noncertification courses include an introduction to nordic ski instruction for school teachers and community members, a precourse for certification candidates, refreshers for existing instructors, and course-conductor briefings. Certification courses are available for various levels of expertise in cross country skiing and telemark skiing. Each CANSI certification course includes instruction, practice, and continuous evaluation in skiing techniques, teaching skills, and technical knowledge. CANSI members have access to various services and instructional resources. CANSI's responses to certification issues explain its gatekeeper role in maintaining instructor quality and conformity across regions, counter perceptions of organizational elitism, note that the underrepresentation of women is gradually changing, examine legal liability issues, and discuss the role of instructor judgment in safety. (SV)

ED 404 069 RC 020 908

Watters, Ron
A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
PUB DATE- 96
NOTE- 14p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

DESCRIPTORS- *Adolescents; Anger; *Attention Deficit Disorders; *Children; Drug Therapy; Experiential Learning; *Intervention; *Learning Disabilities; Motivation; Self Esteem; Self Management; *Therapeutic Recreation; Wilderness; Youth Programs
IDENTIFIERS- *Adventure Therapy

This paper describes experiences from a summer internship in a North Carolina wilderness program for youth 8-18 years of age with a diagnosed learning disability or Attention Deficit Disorder (ADD). Children with ADD are trial and error learners, which makes them excellent candidates for experiential learning. Children with ADD are seekers of stimulation. They are biologically driven to look for the novel and interesting. The greater the perceived risk, the greater the sense of accomplishment. To provide students with a positive intervention, this wilderness program features success-oriented, high adventure activities with an emphasis on developing self-confidence, social skills, and problem-solving skills. The 12-day sessions include rock climbing, backpacking, and whitewater rafting, all of which are incorporated into individual treatment plans. Children with ADD have behavior problems, experience poor peer relationships, and have trouble in school. Over 80 percent are on some kind of medication. The wilderness program is set up to address problem behaviors, particularly those related to self-esteem, anger management, attention problems, noncompliance and failure to complete tasks, and motivation. Anecdotes illustrate program interventions in each of these areas. (SV)

ED 404 086 RC 020 926

Cloutier, K. Ross
UIAGM Ropehandling Techniques.
PUB DATE- 96
NOTE- 14p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- International Organizations; *Methods; *Professional Associations; *Rescue; Safety; *Standards
IDENTIFIERS- Mountaineering; Outdoor Leadership; Rock Climbing; *Ropes; *Union Internationale Associations Guides Montagne

The Union Internationale des Associations des Guides de Montagne's (UIAGM) rope handling techniques are intended to form the standard for guiding ropework worldwide. These techniques have become the legal standard for instructional institutions and commercial guiding organizations in UIAGM member countries: Austria, Canada, France, Germany, Great Britain, Japan, Italy, New Zealand, Norway, Peru, and Switzerland. An application for the United States to become a member country is currently in process. Anchors are intended to protect the guide and client from falling if all else fails. The two categories of anchors are described, along with construction of anchors, arrangement of ropes and slings, and the master point of attachment. The ropes methods used by guides are related to those of climbers, skiers, and mountaineers in regular climbing. However, modifications to technique and application often vary from nonguided climbing. Such modifications are discussed for short-roping, end-roping, top-roping, and rappelling. Guides seldom use emergency and rescue techniques, but when they are needed, the response must be fast and efficient to prevent an accident from escalating. A old Students" (Rosier); "A Research Method Using Microcomputers To Assess Conceptual Understanding and Problem Solving" (Simmons & Kinnear); "Integration of Technology in the School Curriculum" (Treagust); "'What's Your Science Teacher Like?': Using Students To Appraise Teaching and Teachers" (Walsh); "Chemistry Concepts and Group Cognitive Structure: A Study of Undergraduate Nursi

ED 404 102 SE 053 440

Measuring Up: Prototypes for Mathematics Assessment.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Mathematics; Evaluation Criteria; Evaluation Methods; Grade 4; Holistic Approach; Intermediate Grades; Manipulative Materials; Mathematical Concepts; *Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Problem Solving; *Scoring; *Student Evaluation; Thinking Skills
IDENTIFIERS- Graphing (Mathematics); *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); *Prototypes

The call for educational reform has caused mathematics curriculum, instruction, and assessment to come under both professional and public scrutiny. The three elements contesting for leadership in assessment reform are the conventional testing agencies, reformers led by the National Council of Teachers of Mathematics (NCTM), and political agencies calling for assessment of progress towards the nation's new standards in mathematics education. This book presents 13 prototypes that exemplify changes called for in the NCTM's "Curriculum and Evaluation Standards for School Mathematics." The introduction provides background information into the development of the prototypes that includes: (1) the origin of the Mathematics Science Education Board's decision to create the prototypes; (2) the criteria utilized to select the prototypes; (3) warnings that the prototypes should be viewed as work in progress; (4) the audience for this book; (5) a description of the objectives of the prototypes; (6) three examples of surprises that occurred when the prototypes were field tested; (7) the format for each prototype; (8) the scoring rubrics for the prototypes called protorubrics; (9) a discussion of how the prototypes fit in with the "Standards"; and (10) ideas on future directions for assessment. The remainder of the document presents the 13 prototypes that can be used either for informal classroom-based assessment or more formal external assessment. The tasks are presented in several formats and give students opportunities to respond in various modes. Each prototype provides a suggested time allotment and student social organization; a description of the task; a rationale to the mathematics community for its inclusion in the booklet; the associated protorubric; and a reference. Two prototypes are also presented in Spanish. Contains 13 references, a list of state mathematics coalitions, and a list of members of the Mathematical Sciences Education Board. (MDH)

ED 404 103 SE 053 491

research findings of the effectiveness of science teachers in the classroom. The heart of effective teaching is the active involvement of students in scientific research projects. Chapter one, "Aims and Unresolved Tensions," provides an introduction to the upcoming chapters, a variety of aims of science teaching, and a brief discussion of curriculum issues in science education. Chapter two, "Insights from Schools," provides a summary of research aimed to determine those factors affecting school success in producing engineers and scientists. Chapter three, "So What Makes the Difference?" discusses what can be done at school to enhance the science learning of students. Chapter four, "Student Research Projects," considers examples and different ways of doing student research projects, both in-class and extra-curricular. Chapter five, "Stimulus Science Activities," shares some of the ways teachers and scientists have stirred the imaginations of their students by providing stimulus activities in science. Chapter six, "The Way Forward," considers the implications for encouraging effective science teaching under two interrelated and overlapping headings: types of curriculum and types of organization and teaching. (ZWH)

ED 404 123 SE 054 771

Fairman, Kate, Ed.; And Others
EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 336p.; Some pages in article reprints contain small, filled-in type. For five related units in the Toolbox "Workshop Resource Manual," see ED 371 945-949.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Environmental Education; Inservice Teacher Education; *Multicultural Education; Secondary Education; Teaching Methods; *Urban Education
IDENTIFIERS- *Diversity (Groups); *Environmental Awareness

This collection of articles, an EE (Environmental Education) Toolbox resource, provides a context of theory and example to complement the suggestions and activities in the Toolbox Workshop Resource Manual. Section one, "Definitions of EE," describes the scope and context of EE and provides historical background, specific definitions and insight into the comprehensive process involved in teaching EE. Section two, "Integrating EE Into the Classroom," provides an introduction to several ways teachers might integrate EE into existing school curricula and includes essays by teachers who have turned EE topics into interdisciplinary studies or expanded them to include community resources. Section three, "Environmental Education Techniques," presents ideas for applying EE philosophy in the classroom and is concerned with learning issues for teachers (dealing with values and controversy), and ways of helping students approach action taking. Section four, "New Trends in Education," is about ideas and techniques that are transforming education generally. Section five, "Perceptions of EE," presents some of the diversity of opinion surrounding EE goals and techniques. Section six, "Multicultural and Urban EE," discusses the challenges of bringing EE to audiences that have not been effectively included in "traditional" EE efforts. (MKR)

Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Affective Behavior; Decimal Fractions; Division; *Elementary School Mathematics; Fractions; Geometry; Intermediate Grades; Junior High Schools; Mathematics Education; Measurement; Middle Schools; Multiplication; Probability; Problem Solving; Rational Numbers; Ratios (Mathematics); Research Needs; *Research Utilization; Statistics; Student Evaluation; Teaching Methods; Technology
IDENTIFIERS- *Mathematics Education Research; Number Sense; Prealgebra; Teacher Researcher Cooperation

Research Ideas for the Classroom is a three-volume series of research interpretations for early childhood, middle grades, and high school mathematics classrooms. Each volume looks at research from the perspective of the learner, the content, and the teacher, and chapters are co-authored by a researcher and a teacher. Chapter titles in the middle grades volume are: (1) Students' Thinking: Middle Grades Mathematics (Peter Klossterman and Patricia Haynes Gainey); (2) The Role of Affect in Teaching and Learning Mathematics (Laurie E. Hart and Jamie Walker); (3) Number Sense and Related Topics (Judith T. Sowder and Judith Kelin); (4) Insights from Research on Mathematical Problem Solving in the Middle Grades (Diana Lambdin Kroll and Tammy Miller); (5) Measurement, Probability, Statistics, and Graphing (George W. Bright and Karl Hoeffner); (6) Multiplication and Division: From Whole Numbers to Rational Numbers (Anna O. Graeber and Elaine Tanenhaus); (7) Current Research on Rational Numbers and Common Fractions: Summary and Implications for Teachers (Nadine S. Bezuk and Marilyn Bieck); (8) Teaching and Learning Decimal Fractions (Douglas T. Owens, Douglas B. Super); (9) Learning and Teaching Ratio and Proportion: Research Implications (Kathleen Cramer, Thomas Post, and Sarah Currier); (10) Prealgebra: The Transition from Arithmetic to Algebra (Carolyn Kieran and Louise Chalouh); (11) Geometry: Research and Classroom Activities (Dorothy Geddes and Irene Fortunato); (12) Technology: Implications for Middle Grades Mathematics (Robert J. Jensen and Brevard S. Williams); (13) Models of Instruction (William M. Fitzgerald and Mary Kay Bouck); (14) Planning and Organizing the Middle Grades Mathematics Curriculum (Anne L. Madsen and Kendella Baker); (15) Classroom Interactions: The Heartbeat of the Teaching/Learning Process (Mary Schatz Koehler and Millie Prior); (16) Assessment and Evaluation for Middle Grades (Norman L. Webb and Carol Welsch); and (17) Teacher as Researcher (Gillian Clouthier and Darlene Shandola). The tables of contents for the early childhood and high school volumes are included. (MKR)

ED 404 144 SE 055 080

Wilson, Patricia S., Ed.
Research Ideas for the Classroom: High School Mathematics.
PUB DATE- 93
NOTE- 320p.; For other books in the series, see SE 055 078-079.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Affective Behavior; Algebra; Calculus; Computers; Geometry; High Schools; Mathematics Education; Probability; Problem Solving; Proof (Mathematics); Research Needs; *Research Utilization; *Secondary School Mathematics; Statistics; Student Evaluation; Symbols (Mathematics); Teacher Attitudes; Technology
IDENTIFIERS- *Mathematics Education Research; Teacher Researcher Cooperation

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Gifted; Grade 7; Mathematical Aptitude; *Mathematics Achievement; Mathematics Skills; Mathematics Tests; *Sex Differences; *Talent
IDENTIFIERS- Louisiana Educational Assessment Program

Gender differences of gifted and talented students in mathematics performance were examined using the Louisiana Educational Assessment Program (LEAP) of 1995. The LEAP test is a statewide criterion-referenced test administered to all Louisiana public school children in Grades 3, 5, 7, 10, and 11. In this study, the database was restricted to seventh-grade students identified as gifted and talented. Gender, ethnicity, and socioeconomic status served as independent variables. Dependent variables were the nine subskill areas in the mathematics test which measure different aspects of mathematical ability. These subskill areas are: (1) numeration; (2) whole number operations; (3) fraction operations; (4) decimal numbers and operations; (5) percent, ratio, and proportion; (6) measurement; (7) geometry; (8) graphs, probability, and statistics; and (9) pre-algebra. A slight female superiority was found in two mathematics subskill areas; however, the difference was too small to have a practical meaning. No male superiority was found in the nine different mathematical categories. The patterns of gender differences were consistent across ethnic and socioeconomic background. Because LEAP tests were not designed specifically for gifted and talented students, the test may not be a good measure to discriminate among highly intelligent students. (PVD)

ED 404 162 SE 059 688

Groves, Fred H.; Pugh, Ava F.
College Students' Misconceptions of Environmental Issues Related to Global Warming.
PUB DATE- 7 Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *College Students; Education Majors; *Environmental Education; *Global Warming; *Greenhouse Effect; Higher Education; Knowledge Base for Teaching; Mass Media; *Misconceptions; *Student Attitudes

Students are currently exposed to world environmental problems--including global warming and the greenhouse effect--in science classes at various points during their K-12 and college experience. However, the amount and depth of explosure to these issues can be quite variable. Students are also exposed to sources of misinformation leading to misunderstanding and confusion. This study focuses on the idea that some student misconceptions may arise from incorrect understandings passed along by teachers. A questionnaire about the greenhouse effect was administered to 330 college students at a regional university from the colleges of Education, Pure and Applied Sciences, Pharmacy and Health Sciences, and Liberal Arts. Only juniors or seniors were selected to ensure that a substantial portion of their science coursework had been completed. Analysis of college assignment found that science majors scored higher than education majors and there were no other significant differences between the colleges. No significant levels and measured some other attributes only poorly; (3) frequently, many of the students at a given level did not successfully answer items linked to certain aspects of the descriptions at that level; (4) the definitions of the levels overlap considerably and frequently differ only in subtle nuances; and (5) the characteristics of items that differentiate among achievement levels suggest descriptions of performance that differ substantially from the current achievement level descriptions. It was concluded that the analyses did not support the validity of the published content descriptions as characterizations of what students within specified scoring ranges can do. (JRH)

ED 404 181 SE 059 723

Rosenstein, Joseph G.; And Others
New Jersey Mathematics Curriculum Framework.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 679p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Algebra; Calculus; Communication Skills; *Educational Change; *Educational Resources; Elementary Secondary Education; Equal Education; Geometry; Learning Activities; *Mathematics Curriculum; Mathematics Instruction; Measurement; Number Concepts; Probability; Problem Solving; *Standards; Statistics; Technology; Thinking Skills
IDENTIFIERS- Mathematics Activities; *New Jersey

The New Jersey Mathematics Curriculum Framework is based on the "Mathematics Standards" adopted by the New Jersey State Board of Education on May 1, 1996, and is intended to provide guidance to teachers, administrators, and districts that will help them translate a vision of exemplary mathematics education into reality. It includes information and resources for teachers at all grade levels and for school and district administrative personnel. It illustrates how each of the standards can be addressed at all grade levels, and provides information and guidance on the major issues that need to be addressed, on the process of systemic change, and on the interrelated areas of content, instruction, and assessment. The first chapter presents the vision for mathematics education in New Jersey and the standards that articulate that vision. The next chapter, "The First Four Standards," discusses processes of problem solving, reasoning, communicating mathematics, and mathematical connections that should underlie all student learning. Each subsequent standard has its own chapter that begins with a K-12 overview of the standard and continues with grade-level discussions that include grade-level overviews of the content standard followed by sample activities. There are two planning chapters which provide guidance on strengthening a district's technology component and focuses on the process of bringing about change. (JRH)

ED 404 182 SE 059 724

Developing Nations; Educational Research; Foreign Countries; Futures (of Society); Higher Education; *Information Technology

This paper looks at the role of modern information and communication technologies, and their impact on education, from two distinct perspectives. The first is the classic perspective of how they can be used directly in support of educational goals and strategies. However, the exponential growth of the media and information technologies, especially the computer, as a prime vector in social organization and behavior also implies another level of analysis. Increasingly the media have become a major, in some societies a dominant, source of information and an educational determinant, at times explicitly, more often implicitly. This second perspective leads the researcher to draw some conclusions on the relationship between communication technology and concepts of literacy, and the need for educators to be fully aware of communication processes. The paper focuses on developing countries, but necessarily must do so from a base of technology with its origins in the industrialized world. Whatever promise the new technologies may have, this is invariably subject to constraints of a cultural, economic, social, or psychological nature, which have to be realistically acknowledged. There is a tension between the opportunities of technology, that are themselves constantly shifting, and the conditions attached to their application, the ability of the sustaining social, educational, and management system to accommodate technology at a particular level of performance. In principal the particular opportunities offered by information and communication technologies to sustain educational processes offer: (1) outreach; (2) economies of scale; (3) richness of illustration and visualization; and (4) individualization. A diagram relates technology types and processes in a single matrix. (DK)

ED 404 202 SO 024 397

Blondel, Daniele
Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
PUB DATE- Mar 93
NOTE- 9p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); *Demography; Developing Nations; Foreign Countries; *Futures (of Society); *Global Approach; Higher Education; International Relations; *Science and Society; Social Change; *Technological Advancement; *World Problems

This document groups together the ideas about the difficulties, dangers, and challenges of the 21st century expressed by the International Commission on Education for the Twenty-First Century. In discussing constraints created by contemporary world history, the paper suggests that the development of the world economy and society is at present being strongly influenced by three phenomena that seem to be accelerating and that are beyond the control of any system: (1) demography; (2) the worldwide interdependence of official and private actions; and (3) scientific and technological progress. These three major changes are now combining and becoming simultaneous, foreshadowing great dangers for the beginning of the 21st

ED 404 219 SO 024 454

Delors, Jacques
Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
PUB DATE- Nov 93
NOTE- 8p.; For related papers, see SO 024 394-407 and SO 024 448-453.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Economic Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; *International Cooperation; *International Education; International Educational Exchange; Moral Values; *Role of Education; Science and Society; Social Change; *World Problems

In this speech to the members of the general conference of UNESCO, the chairman of the International Commission on Education for the Twenty-First Century describes the progress of the Commission's work. The chairman discusses education and the challenges of the world as it enters the 21st century. Changes mentioned include the rapid pace of population growth in the number of countries, technological progress, as well as the expansion and refinement of communications. These phenomena of global scope and a host of other related factors have given rise to a complex, dynamic set of problems whose implications and constraints have, in many cases, reached crisis proportions: the economic crisis of underdevelopment, the economic crisis of unemployment in some of the developed countries, the obsolescence of certain growth models, a crisis in the very ideology of progress, and, perhaps most important, a moral crisis in value systems having to contend with changed circumstances and different forms of individual behavior. The speaker identifies four crucial issues facing education: (1) the capacity of education systems to become the key factor in development in the economic, scientific, and cultural spheres; (2) the ability of education systems to adapt to new trends in society by preparing for change despite growing insecurity; (3) the relations between the education system and the state; and (4) the promulgation of the values of openness to others and mutual understanding or the values of peace. (DK)

ED 404 220 SO 025 594

Scarr, Margaret, Ed.; Varro, Tim, Ed.
Advocacy.
PUB DATE- 93
NOTE- 47p.; For related items, see SO 025 595-596.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Art Education; Change Strategies; Cultural Differences; Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Visual Arts; *Visual Literacy
IDENTIFIERS- British Columbia; *Canada

suggested can be incorporated into the social studies curricula, or a thematic unit on geneology could be incorporated into a language arts research and writing-based program. Techniques for research and study are pedigree charts, family group sheets, reading relationship charts, and the study of historical immigration movements. Information on how to research family genealogies by way of the family Bible, handling photographs, tape recording interviews, and saving facts of one's own life also are covered. Each chapter presents objectives and classroom discussion examples along with sample activities. (JAG)

ED 404 242 SO 026 508

Reardon, Betty A.
Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.
PUB DATE- Mar 96
NOTE- 14p.; Article adapted from "Tolerance: The Threshold of Peace: Curriculum Supplement for Secondary Schools," unit 3 of a three-unit series, UNESCO, 1996.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Behavior Modification; Elementary Secondary Education; Foreign Countries; Japanese; Social Behavior; Social Studies; Teachers
IDENTIFIERS- Behavior Management; *Bullying; Japan

In this article the phenomenon of bullying is discussed, using a model for detecting and monitoring cases of bullying used by Japanese teachers. Bullying is viewed as symptomatic of a deeper problem, lack of respect for the dignity and integrity of others. Such respect is a central value in a culture of peace. Bullying is a major threat to tolerance in the schools and a moral challenge to educators. At the same time bullying cases also present an opportunity for teaching moral development, as well as personal and social responsibility. Sections include: "Behavioral Indicators of Intolerance," "Victim's Behaviour at School," "Social Circumstances of the Victim at School," "Physical Appearance and Home Behaviour of a Victim," and "'V' Presention of School Bullying."

ED 404 243 SO 026 511

Pate, Sarah S.
Social Studies: Applications for a New Century.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Education Courses; Higher Education; Humanities; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Knowledge Base for Teaching; Methods Courses; Middle Schools; *Preservice Teacher Education; *Social Studies; *Teacher Education; Teacher Education Curriculum; *Textbooks

This book offers information, ideas, and activities that current and future classroom teachers might use to help students become more familiar with concepts and skills needed to be successful in the content area of social studies. The book is designed for elementary and middle school levels. Study questions, case studies, examples of actual events, and sample lesson plans highlight the text. The units include: (1) "For the

PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; American Studies; Citizen Participation; *Citizen Role; *Citizenship; *Civics; Critical Thinking; *Democracy; Elementary Education; *Law Related Education; *Social Studies; Voting

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept that democracy works best when everyone participates. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 267 SO 026 810

Fier, Harriet, Ed.; And Others
The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; American Studies; Citizen Participation; Citizen Role; *Citizenship; *Civics; Critical Thinking; *Democracy; Elementary Education; Music; *Social Studies; Symbolism
IDENTIFIERS- National Anthems; *Star Spangled Banner

This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the story of the "Star Spangled Banner" and understanding how music celebrates special feelings. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

ED 404 268 SO 026 966

Drago, Marganne
A Kaleidoscope of Cultures and the Arts.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Convention of the National Catholic Educational Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English

Cooperation; Dance Education; *Educational Research; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; International Educational Exchange; *Partnerships in Education; *Physical Education; Preservice Teacher Education; Program Development; *Theory Practice Relationship
IDENTIFIERS- *Teacher Researcher Cooperation; Teacher Researchers

Papers included are: (1) "The Mountain Yet To Be Climbed" (D. Siedentop); (2) "Collaboration between Researchers and Practitioners: Myth, Mirth, or Melody" (L. Lambert); (3) "The Recognition and Reward Structure in Higher Education in the United States--A Major Inhibitor to Collaboration bewteen Researcher and Practitioner" (J. Razor and J. Willis); (4) "Collaboration between Researchers and Practitioners: A Case for Self-Collaboration" (D. Hellison); (5) "Teaching and Learning Together: A Joint Effort by a Physical Education Specialist and a University Professor To Develop a Model Physical Education Program" (T. Ratliffe and L. Ratliffe); (6) "From Cooperation to Collaboration: A Case Study" (B. W. Pissanos and Others); (7) "From the Beginning: The Multiple Realities of Collaborative Projects Involving Physical Educators from Schools and Colleges" (D. Coffin); (8) "Cultural Considerations for Collaboration" (L. Fiorentino); (9) "The Bohemia Project: Tapping the Collaborative Potential" (K. Graber and Others); (10) "The Coexistence of Research and Program Development in Collaborative Settings" (W. Anderson and Others); (11) "Collaborative Efforts between the Ohio State University and Columbus Public Schools To Assist Teachers" (S. Stroot); (12) "A Collaborative Approach to Practica Based Teacher Preparation: The Nebraska-Lincoln Model" (T. Sharpe and Others); (13) "The Niagara Falls Physical Education Project: A Retrospective on a Program Assistance and Staff Development Model" (G. Barrette and Others); (14) "Project Scope: An Urban Partnership Venture--Descriptions and Predictions" (L. Catelli and W. Nix); (15) "Inviting Collaboration in Teacher Education" (R. Bell); (16) "Building a Bridge through Teamwork--A Korean Case" (S. Kang); (17) "Collaborative Research and Professional Development in Physical Education: Preliminary Findings into a Teacher Development Program in New Zealand" (D. G. Salter); (18) "Teaching Physical Education Teachers in the Federal Republic of Germany: A Collaborative Enterprise" (R. Naul); (19) "Folk Dance Practitioners and Dance Ethnologists: A Happy Marriage or Uneasy Affair" (M. Padfield); (20) "Toward a Real Partnership between Practitioners and Researchers in Physical Education" (P. Desrosiers); (21) "Measuring Partnership Outcomes in Teaching Physical Education: A Behavioral Approach" (H. van der Mars and P. Darst); (22) "Ideological, Behavioral and Structural Facilitators for Collaboration among Researchers and Practitioners" (H. Lawson); and (23) "The Many Faces of Sport as a Challenge for Sport Pedagogy and Physical Education" (W. Brettschneider). (IAH)

ED 404 290 SP 034 707

Ziegler, Suzanne
Teacher Advisory Groups: What, Why, How and How Successful?
PUB DATE- Jun 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Advisory Committees; Career Planning; *Educational Counseling; Foreign Countries; *Individualized Programs; Junior

Political Science Association (Atlanta, GA, November 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Class Activities; Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Resources; Electronic Mail; Higher Education; *Instructional Design; *Instructional Innovation; *Internet; Teaching Methods; Telecommunications; World Wide Web
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

This narrative recounts experiences at the Virginia Polytechnic Institute and State University in the design process of two university courses meant to test the potential and the limits of the technologies represented in the Internet. The courses described evolved as a means for teaching a junior and senior level political theory class for students at distant locations. These courses were designed to be fully Internet-based, i.e., students could take the class from anywhere if they had Internet access. These two courses were designed to exploit the capabilities of the World Wide Web to carry text, e-mail, and online chat sessions as the communications means for teaching political science without convening face-to-face meetings at preset times. The students were able to: access all course materials (syllabi, course assignments, and class notes), read the assigned texts in full, original forms, submit all graded work online and receive grades back online, and interact with the instructor and each other in one-on-one or group e-mail and chat sessions. The course was self-paced and self-directed. The course design was constrained by the need to make source materials available (finding already available text and securing copyright permission for other text), the need to implement standard hypertext markup language to present the text, maintenance of the Web site, and the administrative and institutional framework of a large university. (JLS)

ED 403 855 HE 029 900

Oates, Karen K.
Integration and Assessment of Service Learning into the Curriculum.
PUB DATE- Oct 96
NOTE- 21p.; Paper presented at the annual conference of the Association for Integrative Studies (Ypsilanti, MI, October 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; Cooperative Programs; *Experiential Learning; Higher Education; *Interdisciplinary Approach; *Portfolio Assessment; Program Effectiveness; Program Implementation; School Community Relationship; *Service Learning; Student Development; Student Participation; Team Teaching
IDENTIFIERS- *George Mason University VA

This packet provides information on New Century College, a program within George Mason University (Virginia) based on an integrated integration model of interdisciplinary course work, experiential learning, and service learning within learning communities. The program is organized into three "divisions" and requires 12 hours of experiential service learning. Student positive school climate is needed for access to develop. The interview questions are included. (Contains 63 references.) (Author/SWC)

ED 403 873 IR 018 228

Zenanko, Marsha A.; And Others
A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
PUB DATE- Nov 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (25th, Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Research; Educational Resources; *Elementary School Teachers; Intermediate Grades; *Internet; Junior High Schools; Media Specialists; Microcomputers; Rural Schools; School Surveys; *Secondary School Teachers; Staff Development; *Teacher Attitudes; Users (Information); Use Studies
IDENTIFIERS- *Access to Computers; Alabama (Northeast); Barriers to Innovation; Benchmarking; *Technology Utilization

A study was conducted to determine the status of Internet access and usage in selected rural schools of northeast Alabama, and to contribute to an ongoing database that describes Internet access and usage in rural schools as a benchmark for future study. A 28-item survey of 107 teachers and media specialists in 18 selected rural schools in northeast Alabama measured Internet usage for grades 6, 7, and 8. The survey measured usage across three major categories: resources, use of computers, and training. Survey results include: (1) 54% of teachers rated the number of computers in their school as poor; (2) 37% indicated less than five computers with access to the Internet; (3) 43% of teachers never have access to a computer that has Internet access; (4) 45% of teachers reported that students never use the Internet at school; and (5) 78% of teachers would be interested in using the Internet as part of their instructional process. The significant barriers to Internet use are limited technological resources, insufficient use of computers, and a need for further Internet training. Recommendations include steps to improve Internet access and usage, and training options for teachers in Alabama. Internet survey questions and results are included. (Author/SWC)

ED 403 874 IR 018 229

Inclusion.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Inclusive Schools; Information Sources; Mainstreaming; Position Papers; *Regular and Special Education Relationship

or have no network connection, one copy of all the lists was printed after day after each update, and placed in a binder in the reserve room. To keep JON readable and user-friendly through either browser or interface, graphics were kept to a minimum. Each page of JON provides an e-mail link so that faculty can send comments about lower-priority titles, which are also active hypertext links with detailed information about the journal in question. (AEF)

ED 403 891 IR 056 264

Tennant, Roy
The Art and Science of Web Server Management.
PUB DATE- 96
NOTE- 8p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer System Design; Computer Uses in Education; Error Correction; Higher Education; Hypermedia; *Information Management; Internet; *Online Systems; School Policy; Staff Development; Statistical Analysis; User Needs (Information); *World Wide Web
IDENTIFIERS- Computer Users; *Links (Indexing); Technology Plans

Creating and maintaining a web server, particularly for a large organization, is both an art and a science. The science of link management, statistical analysis, and error redirection is only a part of what is required of web managers. Additional responsibilities include knowing the information needs of users; data owner support services; training others in web document design and markup; policy formation and enforcement; defining server standards; encouraging creativity; monitoring users; and checking links. This document describes the web manager's responsibilities, and provides instructions on how to customize default error messages and tips for web page referrals and redirection. No web manager is perfect, but those that approach perfection will bring a mix of skills and talents appropriate to the needs of the organization in building effective web systems. (Author/SWC)

ED 403 892 IR 056 265

Langston, Lizbeth
Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
PUB DATE- 96
NOTE- 10p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English

St. Clair, Guy
Customer Service in the Information Environment. Information Services Management Series.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Feedback; Information Industry; *Information Management; *Information Services; *Library Development; Library Role; Library Surveys; Program Development; Program Evaluation; Program Implementation; *User Needs (Information); Use Studies
IDENTIFIERS- *Customer Services

Information is a consumer-driven commodity; the very existence of libraries and information centers is based on the patrons' need for specific information or material. This professional resource shows how to use management methods to implement a strong customer service program to deliver better service to patrons. This book outlines the reasons for developing and implementing a formal customer service program, and offers special guidelines for tracking success. Highlights include: the library user as a customer; defining the role of the information services unit; informal intelligence gathering; user surveys and survey analysis; planning an information audit; designing and implementing a customer service plan; follow-up and analysis, evaluation and measurement. (Author/AEF)

ED 403 910 IR 056 287

Kenney, Anne R.; Personius, Lynne K.
A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Oct 93
NOTE- 131p.; Contains some light type. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Networks; *Electronic Libraries; Electronic Publishing; Information Dissemination; *Information Storage; Internet; Library Automation; Library Materials; Library Technical Processes; Microfilm; *Multimedia Materials; Nonprint Media; Online Systems; *Preservation; Printed Materials
IDENTIFIERS- Client Server Computing Systems; Commission on Preservation and Access; Digital Imagery; *Digital Scanning; *Digital Technology; Sun Microsystems Inc

In cooperation with the Commission on Preservation and Access, Xerox Corporation, Sun Microsystems, Inc., and the New York State Program for the Conservation and Preservation of Library Research Materials, Cornell University (New York) studied and established the effectiveness of digital technology to preserve and make available research library materials, evaluated image capture quality in binary scanning, digital computer output microfilm, and extended network access to the Digital Library through a client/server architecture. The main conclusions of

America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. In an attempt to enhance the college's curriculum with American pluralism and identity issues, the college team developed an action plan to revise the teaching of humanities and history and to provide opportunities for the college community to find common ground as they explored what it means to be an American. A Plurality and Diversity Task Force was established, which held discussions regarding campus-wide multiculturalism and identity issues. Faculty met to discuss their syllabi, textbooks, and materials. Three day and three evening assemblies were held which featured lecture-forums addressing multicultural themes. Students in the history and humanities classes visited ethnic clubs on campus and exhibits at museums. "Brown Bag Lunch" informal discussions and a Christmas concert highlighting the celebration of Christmas by various cultures were held. Obstacles to the project included: a lack of automatic substantial enrollments due to the courses' status as non-core elective courses; a lack of funding; and an approach that did not maximize supervisory or recruitment efforts. Faculty and students agreed that the opportunity for freedom of expression and creative individualism are two of the most important elements of common ground for Americans. (HAA)

ED 403 927 JC 970 090

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; *Cultural Pluralism; Culture; Curriculum Development; Ethnic Studies; History Instruction; Instructional Improvement; *Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; United States Literature
IDENTIFIERS- Bergen Community College NJ

In 1996, New Jersey's Bergen Community College (BCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. BCC's primary goals were: infusing material into existing American history and literature courses, creating new ethnic literature and history courses, conducting a speaker's series, establishing a discussion group, and developing in students an appreciation for ethnic diversity. The greatest obstacle confronted by BCC was having too little time. Because the project only ran from Spring 1996 to Fall 1996 (with a summer in the middle), it was difficult to establish continuity. Other obstacles included: an insufficient amount of faculty cooperation due to the numerous groups involved and competition between non-core courses for students. The groundwork has been laid for institutionalizing the project, and the college community in general has participated teaching and learning of American history, literature, and cultue at U.S. community colleges. The primary goal of the college's action plan is to enhance instruction about American pluralism and identity by acquiring video and print materials; implementing curricular changes in American Literature, American History, and Honors courses; and establishing a Multicultural Speakers Forum. In the revised English course, students analyzed American literature by responding to questions about the American identity and about unity of, divisions between, and common ground among various American populations. This revised course will be offered state-wide on the Mississippi Community College network in the spring of 1997. Curricular changes in an honors seminar involved studies of American Indians through videos, readings, and guest speakers. The issues of identity covered in the coursework were addressed from a national perspective in a Multicultural Speakers Forum, in which the American Indian, Afro-American, Mexican-American, and Asian American cultures were represented. The American History course was revised and acquired new materials to address the program's themes about American identity. No specific obstacles or problems have been encountered and student responses to the questions were particularly gratifying. (HAA)

ED 403 944 JC 970 107

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; *Critical Thinking; *Cultural Pluralism; Discussion; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Kirkwood Community College IA

In 1996, Kirkwood Community College (Iowa) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges The six goals in the college's action plan were as follows: (1) create a new course on American pluralism; (2) host a visiting scholars series on American pluralism; (3) restructure the American History curriculum from a two course sequence to a three course sequence, allowing greater time for discussion of pluralism; (4) work on ways to offer linked or blocked courses with pluralism themes; (5) influence the current review of literature courses, encouraging a pluralist focus; and (6) revise the critical thinking component of the "Introduction to Liberal Arts" student orientation program to promote pluralism as a basic element of the Kirkwood experience. The new pluralism course involved four questions: "What does it mean to be an American?"; "What do we hold in common?"; "What divides us?"; and "What brings us together?" All of these goals have either been completed or are in the process. The following still needs to be done: details of the

DESCRIPTORS- Activities; *American Studies; Community Colleges; *Cultural Pluralism; Curriculum Development; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Tulsa Community College OK

In 1996, Oklahoma's Tulsa Community College (TCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. TCC's primary goals were to promote professional development, to develop and enhance curricula, and to raise the general institutional awareness of the issues surrounding American plurality and identity. The first priority was to involve faculty and staff in activities that encourage the incorporation of American pluralism and identity into the curriculum. Activities to meet this goal have included faculty and staff monthly meetings and parallel groups reviewing articles and books. The goal of enhancing the curricula has been met through the American Conversations study group, which compiled an annotated bibliography and made recommendations for collecting the appropriate materials. Additionally, a new American Humanities course is being expanded to a third campus. The third major goal, raising institutional awareness, was accomplished through a series of presentations about the project, a facilitated discussion on core American values, and discussions in classrooms and various groups. The team has decided not to have a capstone event because it would give the impression that TCC is finished exploring America's communities. (HAA)

ED 403 961 JC 970 124

Tyler Junior College, Exploring America's Communities.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; Curriculum Development; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Two Year Colleges; United States History; United States Literature
IDENTIFIERS- Tyler Junior College TX

In 1996, Texas's Tyler Junior College (TJC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. TJC's action plan goals were to solicit administrative endorsement and support of the project, to infuse the existing curriculum with at least one pluralism concept among specified courses, to provide opportunities for faculty dialogue pertaining to cultural diversity, to establish multicultural awareness throughout the campus and community, and to initiate student pluralism projects. The program's accomplishments included making presentations to the college president, the Instructional Counsel, and the Faculty Senate

DESCRIPTORS- Check Lists; *Child Caregivers; Community Resources; *Day Care; Day Care Centers; Early Childhood Education; Economically Disadvantaged; Family Day Care; *Financial Support; Guidelines; Information Services; Low Income Groups; Referral; School Age Day Care; *Selection; State Aid; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Oregon

This booklet was designed to help parents in Oregon in finding and financing child care for their children. The first section of the booklet provides information on the Oregon Department of Human Resources' Adult and Family Services (AFS) Division's Aid for Dependent Children (ADC) and Employment Related Day Care (ERDC) programs. This section explains how to register a child care provider with the ADC and ERDC; how the child care programs of ADC and ERDC function; and what information must be reported to caseworkers by ERDC recipients. Tables showing AFS coverage for child care, by age of the child and area of the state, are also included. The second section focuses on finding child care. Parents are encouraged to contact a local reference and referral (R&R) agency, ask friends and family members to recommend good caregivers, and utilize community resources. The booklet presents an overview of the kinds of child care available, including day care centers, home care, preschool and Head Start programs, and before and after school day care. After noting the availability of government-supported nutrition programs, the booklet provides a checklist for identifying a good caregiver, including questions to ask when assessing a child care provider. The final sections list resources for parents, including local community and state agencies and R&R agencies for child care. (AC)

ED 403 979 PS 022 622

Jensen, Phyllis; And Others
Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
PUB DATE- May 94
NOTE- 79p.; Master's Research Project, Saint Xavier University. Appendix N will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Catholic Schools; Curriculum Development; Discipline Policy; Early Adolescents; *Elementary School Curriculum; Elementary School Students; Grade 5; Grade 6; Grade 7; Grade 8; Intermediate Grades; *Interpersonal Competence; *Intervention; Junior High Schools; Middle Schools; Self Esteem; Staff Development; *Student Behavior
IDENTIFIERS- Elgin School District IL; Illinois (Elgin); *Social Skills Training

A social skills training program for improving student behavior in art and music classes and in unstructured situations was developed and implemented during the second quarter of the 1993-1994 school year in two schools in Elgin, Illinois. The targeted classes included grades six through eight at St. Laurence School (part of the Rockford Catholic Diocese school system) and fifth grade at McKinley School (Elgin School District U-46). Pre-assessment data were gathered through: a questionnaire to parents and teachers that focussed on student behavior; lunch room supervisors' checklists; number of detentions issued; and the Index of Personality (IPC) administered to students. The 9-week intervention program consisted of seven major topics: understanding myself; values; communicating with others; goal setting; risk-taking choices;

committees and boards; workshop participants; acknowledgments; and other publications of the Board on Children, Youth and Families, the Board on Health Promotion and Disease Prevention, and the Board on Health Care Services. (WJC)

ED 403 996 PS 024 919

Ohio Children: Together We Can Help Them Grow.
PUB DATE- Sep 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Child Welfare; Day Care; Economically Disadvantaged; Eligibility; Federal Aid; *Federal Legislation; Federal Programs; *Financial Support; Low Income Groups; Program Costs; Program Descriptions; State Aid; *State Federal Aid; State Programs; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Earned Income Tax Credit; Family Support; Job Opportunities and Basic Skills Program; Medicaid; *Ohio; Project Head Start; *Welfare Reform; Working Poor

Ohio, like other states, will soon begin implementing parts of a sweeping new federal welfare reform law. These seven 1- and 2-page reports, issued under the general heading of "Ohio Children: Together We Can Help Them Grow," describe various Ohio welfare programs, providing statistics on their costs and usage rates, as well as changes in the programs over time, their successes, and continued problems. Many of the reports also discuss the probable impact of the welfare reform act on the programs. Programs described are the Earned Income Tax Credit, Aid to Dependent Children (ADC), Job Opportunities and Basic Skills (JOBS), Head Start, public child care aid, and Medicaid. Included with the reports is a summary sheet on eight components of the new federal law, major statistics on Ohio welfare, and five proposals advocated for adoption when Ohio rewrites its public assistance laws. Also included is a list of questions for consideration in decisions on implementing the welfare reform act. (EV)

ED 403 997 PS 024 931

Niebrzydowski, Leon
Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the International Congress of Psychology (26th, Montreal, Canada, August 16-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; Attachment Behavior; Behavior Development; Foreign Countries; Grade 11; High Schools; *Interpersonal Communication; *Interpersonal Relationship; Intimacy; *Self Disclosure (Individuals); *Self Expression; Sex Differences; Sharing Behavior
IDENTIFIERS- *Self Disclosure Questionnaire

This study investigated the connection between self-disclosure and stages in development of interpersonal relationships. It hypothesized that self-disclosure in relationships is of a dynamic character which works in two directions: towards the reciprocal relations, community-based, and authentic work. The fifth section describes the successful program processes of reflection and realistic goal setting. The sixth section examines the planning process and its importance to successful programs. The seventh section presents the report's conclusions--that intergenerational programs can be both academic and communal, intellectual and personal, and that although intergenerational learning as an end in itself will not teach as much as conventional methods, it can teach all involved that learning and development should be viewed as a constant, life-long priority. Contains 51 references. (SD)

ED 404 015 PS 025 004

Hellerich-Tuttle, Linda; And Others
The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.
PUB DATE- Jun 96
NOTE- 21p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; Early Childhood Education; Economically Disadvantaged; Family Programs; Government Role; Integrated Services; Low Income Groups; *Outcomes of Education; *Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Social Services; *Transitional Programs
IDENTIFIERS- Family Support; Long Term Effects; Nebraska (Lincoln); Project Head Start

Transition projects have emerged to address Head Start fade-out effects, that is, the disappearance of gains made by Head Start program children by the third grade. The Nebraska Transition Project is one of 31 across the United States providing Head Start-like services to families with children in public elementary school, kindergarten through third grade. The project addresses four needs of the children and their families: (1) education; (2) health; (3) social services; and (4) parent involvement. Lincoln Action Program (LAP), a local community action agency, developed and administers the Nebraska project. During the project's 4 years, nearly 1,000 individuals from over 250 families have participated. Members of the family system have a significant impact on the child's transition from one environment (cultural, relational, educational) to another. Family Outreach Workers work individually with each family to develop goals and to work toward achievement. Case workers refer to a Case Management Model that provides a step approach to working with families: (1) access, assessment, exploration, planning; (2) implementation and goal attainment; and (3) closure and evaluation. The project places special emphasis on the children's health and their relation to school success. Results of an informal evaluation indicated that children's health correlated to school success, especially in kindergarten; the Nebraska Project has resulted in increases in family income and self-sufficiency; and that this Transition project aids in reshaping and transforming children, families, schools, community, and society. (Contains 15 references.) (DL)

ED 404 016 PS 025 005

Merrick, Sandra
How To Manage Your Multi-Age Classroom: Grades K-2.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Research; Elementary Education; *Mixed Age Grouping; Nongraded Instructional Grouping; *Parent Attitudes; Program Evaluation; *Student Attitudes; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *New York City Board of Education

Benefits of multi-age grouping include continuity for children and teachers, a sense of community, the possibility for peer tutoring, and an incorporation of developmental differences. This study explored the development of a non-graded program in a New York City public school, particularly the attitudes of teachers, students, and parents to the new program. Twenty subjects in each category completed a survey or an interview. Results indicated that not only were parents and students relatively uninformed about mixed-age grouping before the program began, but teachers also felt that the support and training they received were inadequate. Teachers did have positive attitudes about the benefits of mixed-age grouping, however, and students seemed to have made a positive adjustment. About half of the parents held positive attitudes toward mixed-age grouping, but parents overall appeared to reserve judgment because of a perceived lack of information. (EV)

ED 404 034 PS 025 089

Bel Geddes, Joan
Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.
PUB DATE- 97
NOTE- 668p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Child Advocacy; Child Behavior; Child Development; Child Labor; *Child Rearing; *Children; Early Childhood Education; Family Life; Folk Culture; Futures (of Society); Infant Behavior; *Parent Attitudes; Personality; Poverty; Religion; Violence; Well Being
IDENTIFIERS- *Historical Background; Victims of War; Witnesses to Violence

Children and childhood are almost completely ignored in most history books, encyclopedias, anthologies, and almanacs, which concentrate on the achievement of the adult half of the world's population. This book is intended to fill the gap by focusing on childhood, and presents an array of facts, anecdotes, profiles, and observations about children and childhood around the world and throughout history. Following a brief introduction noting that childhood is a valuable common thread in a time when many seem intent on stressing differences in race, class, culture and gender, the chapters of the book are: (1) "The History of Childhood"; (2) "Children in Folklore, Mythology, and Religion"; (3) "Childbirth and Newborns"; (4) "Health Care and Children with Disabilities"; (5) "Child Development"; (6) "Children and Family Life"; (7) "Child Rearing and Education"; (8) "Child's Play and Toys"; (9) "Children's Games and Sports"; (10) "Children, Art, and Music"; (11) "Children and the Entertainment Arts"; (12) "Children and Literature"; (13) "Children and Poverty and Violence"; (14) "Children of Peace and War"; (15) "Advocates for Children"; and (16) "Children and the Future." (Contains approximately 600 references. (HTH)

Latinas must be reached with information and education at the same time. Latino homosexuals and bisexuals generally hide their sexual behaviors from the rest of society and from each other. Several cultural factors contributing to bisexuality are gender roles, attitudes toward coming-of-age, machismo, and strong heterosexual family influence. This article includes definitions of terms such as "Latino" and "Hispanic," and guidelines for researchers, educators, and counselors involved in HIV/AIDS outreach with Latinos and Latinas. (KS)

ED 404 052 RC 019 621

O'Brien, David J.; And Others
A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
PUB DATE- Apr 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Services; *Delivery Systems; Economic Factors; Elementary Secondary Education; *Health Services; Local Government; *Rural Areas; Rural Education; Small Towns; Social Science Research; *Social Services
IDENTIFIERS- Access to Health Care; *Access to Services; Declining Population; *Research Suggestions

This research agenda examines ways to improve availability and access to public services for individuals living in rural areas. Five articles focus on general conceptual and methodological issues pertaining to research on services, and are applicable to a wide range of services such as health and education. Discussions concentrate on public service problems in rural areas experiencing chronic population loss, loss of basic industries, and aging population. "Settlement Patterns and the Provision of Services in the North Central Region" (Edward W. Hassinger) examines the unique historical role of American rural communities as providers of services for rural populations in the Midwest. "Spatial Aspects of Public Services in Rural Areas" (Roger J. Beck) attempts to reconceptualize relationships between the local area and rural service delivery, given the demographic and economic changes described by Hassinger. "Ecological Correlates of Rural Service Delivery: The Case of Rural Health Care" (Jack Geller) uses a human ecological perspective to conceptualize the problem of providing services for persons in sparsely populated counties. "Community Leadership and Decision-making in the Provision of Rural Public Services" (Janet S. Ayres) examines relationships between local rural communities and the formal structures of local government. "Community Social Organization and the Coproduction of Public Services in Rural Areas" (David J. O'Brien) proposes an approach to conceptualizing and measuring more effective relationships between rural communities and formal service providers. The final section outlines specific steps that can be taken to develop a coherent research agenda. Contains 118 references. (KS)

ED 404 053 RC 019 714

Parellada, Alejandro, Ed.; And Others
The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
PUB DATE- 94
NOTE- 405p.; Photographs will not reproduce.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

(055)
DESCRIPTORS- *Bibliographic Databases; *Cataloging; *Computer Software; *Library Catalogs; Resource Centers
IDENTIFIERS- Outdoor Recreation; *Outdoor Resource Library Cataloging System

The Outdoor Resource Library Cataloging System is a computer software program designed primarily for outdoor programs with small to medium-sized resource centers. The software is free to nonprofit organizations and is available from the Idaho State University Outdoor Program. The software is used to construct a database of library materials, which may be searched by author, title, call number, subject area, or key word. The software program is built upon the Dbase IV language, which allows flexibility and the ability to customize the database. This paper describes several simple call numbering systems; gives instructions for starting the program; summarizes the functions on the main menu; and explains how to add a book to the new book list, make subject cards for a card catalog, transfer the new book list to the master list, edit the master list, find books through the subject list, search the master list, work with the list of subject categories, and make changes or add new features to the program. Includes illustrations and software ordering information. (SV)

ED 404 070 RC 020 910

Watters, Ron
An IBM Compatible Participant Data Base System for Outdoor Programs.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; *Database Management Systems; Databases; Outdoor Education; Program Administration; Records Management
IDENTIFIERS- *Mailing Lists; Outdoor Recreation

The process of maintaining mailing lists and other informational files on outdoor program participants is, plainly and simply, a pain in the neck. Mailing list maintenance is particularly difficult for programs that deal with university students, due to their frequent moves. This paper describes a new software program, the Outdoor Program Data Base System, which has been designed and developed specifically for use in outdoor recreation programs or programs serving persons with disabilities. The program is based upon the Dbase IV programming language and is available free to nonprofit organizations from the Idaho State University Outdoor Program. An IBM compatible computer with a hard drive is required to run the software. The software is used to maintain a participant database that includes names, addresses, student status, and outdoor interest areas. It can create files that can be used by a word processor to print mailing labels and hard-copy lists of the participants in the database. A list can be ordered by last name, interest area, or any other element. The main menu and its functions are described, and instructions are provided for starting the program and for making changes to the software, including changes to the main menu, list information, and rescue in the vertical environment is described as a series of load transfers. Includes illustrations and six sample problems in rope handling. (SV)

ED 404 087 RC 020 927

Attarian, Aram
Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Evaluation Methods; Higher Education; *Outdoor Education; *Performance; *Satisfaction; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Competencies; *Teacher Effectiveness; *Teaching Skills

This paper introduces Importance-Performance (IP) analysis as a method to evaluate teaching effectiveness in a university outdoor program. Originally developed for use in the field of marketing, IP analysis is simple and easy to administer, and provides the instructor with a visual representation of what teaching attributes are important, how important each attribute is, and how well the instructor performed on each attribute. Implementing IP analysis requires four steps: developing a set of attributes that accurately describe and reflect the topic of study, presenting the attributes to respondents in questionnaire form that requires them to rate importance and teacher performance for each attribute, analyzing data for the importance and performance values of each attribute, and plotting each attribute on a four-section action grid according to its rated importance and teacher performance. In an application of this method, 35 attributes describing teaching effectiveness were generated from teacher evaluations at North Carolina State University and other institutions. Faculty review and feedback resulted in a final list of 23 attributes, which were presented in questionnaire form to 72 students in rock climbing courses. Importance and performance means were calculated and plotted on a grid. The instructor's strengths were identified as technical, safety, organizational, and communication skills, while some weaknesses were apparent in actual delivery of the activity. (SV)

ED 404 088 RC 020 928

Schatz, Curt
When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.
PUB DATE- 96
NOTE- 8p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Educational Change; Elementary Secondary Education; *Equal Education; *Excellence in Education; Government School Relationship; Inservice Teacher Education; *Mathematics Education; *National Norms; *Science Education
IDENTIFIERS- America 2000; Dwight D Eisenhower Math and Science Educ Program; NCTM Curriculum and Evaluation Standards

A conference was held to discuss educational issues related to mathematics and science education. This document reports the proceedings of the conference by summarizing the comments of several of the conference speakers. The speakers and topics discussed included: (1) Senator Mark Hatfield and Congressman Thomas Sawyer on the perspective of Congress' support for educational change in mathematics and science; (2) Deputy Secretary of Education David Kearns on the six National Education Goals and the American 2000 strategy: (3) Charles Dickens (Executive Secretary of the Federal Coordinating Council on Science, Engineering and Technology) and Milton Goldberg (Director of the Office of Research of the Office of Educational Research and Improvement in the Department of Education) on increased cooperation among providers of mathematics and science education; (4) Samuel Betances and Shirley Malcom on equal mathematics and science education for all students; (5) Cathy Seeley and Joseph Rosenstein on quality teaching and inservice teacher education; (6) several speakers on educational standards at national and state levels that are being proposed for curriculum, teaching, and assessment by groups such as the American Association for the Advancement of Science, the National Council of Teachers of Mathematics, the National Research Council, the Mathematical Sciences Education Board, and State Boards of Education in California, Arkansas, and Connecticut; and (7) participants' views on leadership roles, mathematics and science supervisors, the Eisenhower National Clearinghouse, and the creation of regional consortia for the Clearinghouse. The report concluded with views from members of the Department of Education concerning the issues discussed. (MDH)

ED 404 104   SE 053 508

Johnston, James D.; Whitenack, Joy W.
The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 404 124 SE 054 791

Ward, Tara, Ed.
Gee-Wow! Adventures in Water Education. Second Edition.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drinking Water; Elementary Education; Environmental Education; *Groundwater; Interdisciplinary Approach; Science Activities; Science Education; *Water Pollution; *Water Quality
IDENTIFIERS- Hands on Experience; Michigan

In February of 1990, the Michigan Department of Natural Resources identified 2,662 sites of soil and groundwater contamination in the state of Michigan alone. Half of all United States residents and one quarter of the Canadian population used ground water as their primary source of drinking water. Groundwater and surface water are integrally connected. Groundwater and surface water flow between political boundaries, connecting neighboring states, provinces, and communities. This curriculum was created to better teach concepts related to water, ground water, and pollution prevention to students in grades K-6. It contains 28 activities centering on ground water and related topics, such as the water cycle, recycling and solid waste, hazardous waste, water conservation, ground water protection, and responsible citizenship. The activities are divided into eight sections: (1) Why Is the Earth Called the Water Planet?; (2) How Is Water Stored and Moved on Planet Earth? (3) Where Is Water Found Underground? (4) How Does Water Move Underground? (5) What Natural Factors Influence Water Quality? (6) How Do People Affect Groundwater? (7) How Does the Quality of Groundwater Affect Life on Earth? and (8) How Can We Protect the Quantity and Quality of Groundwater? All activities use a multidisciplinary, hands-on, participatory approach and include science, art, math, lab, language arts, geography, music, and social studies activities. The activities are indexed by subject area, type of activity (sucy as lab or demonstration), and grade level. Contains a glossary, a list of Michigan Soil Conservation offices, and 25 references. (MKR)

ED 404 125 SE 054 793

Scarl, Donald
How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- College Freshmen; *College Science; *Engineering; Higher Education; *Physics; *Problem Solving; *Science Education

To expertly solve engineering and science problems one needs to know science and engineering as well as have a tool kit of problem-solving methods. This book is about problem-solving methods: it presents the methods professional problem solvers use, explains why these methods have evolved, and shows how a

Research Ideas for the Classroom is a three-volume series of research interpretations for early childhood, middle grades, and high school mathematics classrooms. Each volume looks at research from the perspective of the learner, the content, and the teacher, and chapters are co-authored by a researcher and a teacher. Chapter titles in the high school volume are: (1) Cognitive Issues in Mathematics Education (Lee V. Stiff, Janet L. Johnson, and Mary R. Johnson); (2) Affective Issues in Mathematics Education (Douglas B. McLeod and Michele Ortega; (3) Critical Thinking, Mathematical Reasoning and Proof (Phares G. O'Daffer and Bruce A. Thornquist; (4) Mathematical Problem Solving (James W. Wilson, Maria L. Fernandez, and Nelda Hadaway); (5) Mathematical Symbols and Representatives (Claude Janvier, Catherine Girardon, and Jean-Charles Morand); (6) Improving the General Mathematics Experience (Harold L. Schoen and David Hallas); (7) Advancing Algebra (Sigrid Wagner and Sheila Parker); (8) Restructuring Geometry (William F. Burger and Barbara Culpepper); (9) Teaching and Learning Calculus (Joan Ferrini-Mundy and Darien Lauten); (10) Thinking about Uncertainty: Probability and Statistics (J. Michael Shaughnessy and Barry Bergman); (11) Computing Technology (M. Kathleen Heid and Terry Baylor); (12) Instructional Activities and Decisions (Mary Kim Prichard and Sue Bingaman); (13) Planning and Organizing Curriculum (Karen Brooks and Marilyn Suydam); (14) Inside the Teacher: Knowledge, Beliefs, and Attitudes (Catherine A. Brown and Jayne Baird); (15) Evaluation Issues (Elizabeth Badger, Thomas J. Cooney, and Timothy Kanold); and (16) Teacher as Researcher: What Does It Really Mean? (Nina Kay Lankford). The table of contents for the early childhood and middle grades volumes are included. (MKR)

ED 404 145 SE 055 138

Tolley, Kimberley
The Art and Science Connection. Hands-On Activities for Primary Students.
PUB DATE- 93
NOTE- 168p.; For intermediate student activities, see SE 055 139.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Education; Cooperative Learning; Group Activities; *Hands on Science; *Interdisciplinary Approach; Learning Activities; Primary Education; Science Activities; *Science Education

Most people think that the artist and the scientist live in two totally different worlds. However, art and science are only two different ways of understanding and knowing the world. To help primary students make a connection between art and science, a collection of hands-on activities have been developed. By engaging in these activities that integrate art and science, students learn a variety of ways through which they can understand the world. They learn to bring creativity and insight to the discipline of science, and method and order to the discipline of art. The focus of these activities are the following three themes: structure (10 lessons on the "Ten-Questions" game, investigating creating with liquids and solids, investigating leaves through printmaking and flowers through drawing, exploring the properties of sand, and of rocks in mosaics, and exploring the structure of earthworms, snails, and fish); interactions (11 lessons on color combinations, watercolors, monoprints, baking a sculpture, splatter paintings, garbage sculptures, recycling posters, animal differences were found between elementary education students and other education majors (excluding the science education majors). Future research needs to examine teaching approaches that best promote solid understanding of these complex issues. The Environmental Issues Questionnaire is included as an appendix. (PVD)

ED 404 163 SE 059 689

DeVaney, Thomas A.
The Effects of Computers and Calculators on Computation and Geometry Achievement.
PUB DATE- 7 Nov 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996). For a related document, see SE 059 690.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *Computation; Computer Assisted Instruction; *Computer Uses in Education; Educational Equipment; Educational Technology; Evaluation Methods; *Geometry; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Skills; Racial Differences; Sex Differences
IDENTIFIERS- Hierarchical Linear Modeling; Mississippi

The purpose of this study was to examine the relationships between the use of technology and student computation and geometry achievement. The study also examined possible relationships between achievement differences related to demographic and background characteristics of the students and the use of technology. The sample of 956 students in eighth grade was drawn from the 1992 Trial State Mathematics Assessment for Mississippi. The technology-related variables included were the availability of computers, the type of computer use, and the frequency with which computers and calculators were used. The measures of mathematics achievement used included the plausible value estimates for the numbers and operations and geometry subscales of the 1992 Trial State Mathematics Assessment. The use of hierarchical linear modeling revealed significant differences between African-American and White students in computation and geometry as well as significant differences between males and females for geometry. Four classroom characteristics were associated with average computation achievement, and three were associated with average geometry achievement. Results indicate significant negative associations for the frequent use of computers and using computers for drill and practice. (Author)

ED 404 164 SE 059 690

DeVaney, Thomas A.
The Effects of Instructional Practices on Computation and Geometry Achievement.
PUB DATE- 7 Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996). For a related document, see SE 059 689.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; Evaluation Methods; *Geometry; Grade

Heuvel-Panhuizen, Marja van den
Assessment and Realistic Mathematics Education.
PUB DATE- 96
NOTE- 303p.; Thesis, Universiteit Utrecht, 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cognitive Development; *Educational Assessment; *Educational Change; Educational History; Educational Innovation; Educational Research; Elementary Education; Foreign Countries; *Mathematics Instruction; Mathematics Tests; Program Evaluation; Textbook Evaluation
IDENTIFIERS- Netherlands

The principal focus of this study was the assessment of mathematics in primary education within Realistic Mathematics Education (RME), a mathematics reform movement begun in The Netherlands in the 1960s. The book that resulted from this study is comprised of seven chapters, the first four of which constitute part 1 and are the core of the work. These four chapters discuss the role of assessment in the early stages of RME, the development of tests within the MORE research (MORE being a Dutch acronym that can be translated as Mathematics Textbooks Research), a project established to investigate the implementation and effect of the new RME textbooks in 1987, the current state of affairs with respect to assessment in RME, and the potential for written assessment in RME. The three chapters of part 2 involve an arithmetic test administred at the beginning of first grade, a ratio test administered in special education, and part of a test on percentage that was administered to middle school students. This work contains 429 references and includes a summary in Dutch. (PVD)

ED 404 183 SE 059 726

Reynolds, Theodora H.
Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
PUB DATE- 17 Apr 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Calculus; Cognitive Processes; *Constructivism (Learning); *Females; High Schools; *Mathematics Instruction
IDENTIFIERS- *Limits (Mathematics); Mathematics Activities

This project was designed to address gender issues in mathematics education. The author's findings led her to conclude that students construct their own understanding and knowledge as a result of activities in the classroom. Constructivism, a theory of knowledge based on the idea that people construct their own realities by interacting with the world, offers a framework for designing lessons that incorporate suggestions from the research for improving mathematics education. Constructivist guidelines were used to design a unit to illustrate the use of constructivist teaching at the upper high school level. This project begins with a review of recent articles on issues of gender in the mathematics classroom. The review is followed by discussion of some cognitive research on how students learn mathematics, and this is followed finally by a series of lessons on limits. Since the unit is meant to be constructivist, any teacher using it will necessarily adapt and century. The dangers clouding the approach of the 21st century are identified as: (1) the accelerated drift of the poor countries; (2) the marginalization of people with no hope of progress; (3) the break up of nation-states; and (4) the danger of the earth's destruction from problems other than the spread of local conflicts. Three challenges are posed: (1) harnessing science and technology to serve humanity and development, and building a way of life for the time set free; (2) adopting a global approach while showing regard for diversity; and (3) building the political context for national and international control of complex world developments. (DK)

ED 404 203 SO 024 398

Blondel, Daniele
Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
PUB DATE- Sep 93
NOTE- 8p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Economics; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Human Capital; Models; *Role of Education; Social Science Research; Socioeconomic Influences; Theories
IDENTIFIERS- *Economic Theory

This paper reviews the evolution of the different theories concerning education as a factor of development. It is important to see exactly how the struggle against scarcity and the production of material goods can be made more effective by allocating financial and human resources to the production and transmission of knowledge. The growth theory of the 1960s and 1970s, seeking to account for the typical features that characterized the swift and regular growth of industrial countries, revealed two ways in which education could help to increase the national product: (1) by direct intervention, in line with the theory of human capital, through improvement of the labor factor in the form of higher qualifications; and (2) by indirect intervention in guise of what at the time was called the "unexplained residue of growth," or "technological process" that was understood as a kind of mishmash of the intellectual curiosity, inventiveness, quality of information of the population as a whole and not merely the workforce. The 1980s and 1990s gave fresh impetus to the theory of development through education. Rapid rates of growth were recorded in countries known precisely for the size of their investments in education. Two principal stages in the construction of economic models of the role of education in growth and development are distinguished: (1) the stage marked by the emergence of models of growth incorporating investments in human capital; and (2) the stage marked by the recasting of these models, which culminated at the end of the 1980s in the form known as models of endogenous growth. (DK)

ED 404 204 SO 024 399

Carneiro, Roberto
The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar,

This theme issue presents art advocacy as a necessary means of bringing art and art education to an elevated status in the elementary secondary curriculum and educational system. Articles include: (1) "Editor's View" (Margaret Scarr); (2) "Art Education: Why Is It Important" (Arts Education Partnership Working Group); (3) "Why Art in Education and Why Art Education?" (Elliot W. Eisner); (4) "Informed Advocacy and Art Education" (Rita L. Irwin); (5) "Seeing through the Eyes of the Arts" (John C. Polanyi); (6) "More Than Pumpkins in October - Visual Literacy in the 21st Century" (National School Boards Association); (7) "Creative Showcasing Student Work Bridging Gaps, Forming Networks" (Myra Eadie); (8) "Art Instruction in the Elementary Classroom" (R. Lloyd Ryan); and (9) "Arts Education as a Catalyst to Reform: Cultural Diversity and Arts Education" (F. Graeme Chalmers). (MM)

ED 404 221 SO 025 595

McCoubrey, Sharon
Art and Thinking Skills.
PUB DATE- 94
NOTE- 46p.; For related items, see SO 025 594-596.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Built Environment; *Cognitive Development; *Critical Thinking; Discipline Based Art Education; Elementary Secondary Education; Feminism; Foreign Countries; Instructional Materials; Learning Strategies; Problem Solving; *Thinking Skills; Visual Arts
IDENTIFIERS- British Columbia; *Canada

This theme issue reviews and confirms the connection between thinking skills and art education. Articles offer possible teaching approaches and specific lesson plans dealing with thinking skills. The issue includes: (1) "Editor's View" (Sharon McCoubrey); (2) "Critical and Creative Thinking and Making Art" (Carol Fineberg); (3) "Investigations and Personal Developments" (Rick Davidson); (4) "Critical Thinking in the Arts" (Sharon Balin); (5) "Problem Solving and Drawing: A Primary Lesson" (Helen Robertson); (6) "Independent Study Packets for Cognitive Learning in Art" (Cecilia Johnson); (7) "To Think or Not To Think" (Sharon McCoubrey); and (8) "Now Onto Another Topic: The Integration of Feminist Discourse in Built Environment Education" (Hinda Avery). (MM)

ED 404 222 SO 025 596

McCoubrey, Sharon
Global Education.
PUB DATE- 94
NOTE- 50p.; For related items, see SO 025 594-595.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Art Education; Artists; Conservation (Environment); Elementary Secondary Education;

Student/Teacher"; (2) "Social Studies Texts"; (3) "Map and Globe Skills"; (4) "Language Arts and Social Studies"; (5) "Religion and Social Studies"; (6) "American Heritage"; and (7) "Pulling It All Together." (EH)

ED 404 244   SO 026 536

Fier, Harriet, Ed.; And Others
Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; *Citizenship Responsibility; Civics; Critical Thinking; *Democracy; Democratic Values; Elementary Education; Law Related Education; *Social Studies

This user guide covers "Rights and Responsibilities," and offers suggestions for preparatory activities, lessons, and follow-up activities for primary, intermediate, and upper grade students. Goals for the series are to help children: (1) become familiar with the democratic process and active citizenship; (2) recognize what it means to be a citizen in a multi-cultural society; (3) build skills in communications and cooperation; (4) recognize how laws are made and how a single vote and voice matter; and (5) experience how caring and commitment build community. The objective of "Rights and Responsibilities" is to encourage appreciation of the freedoms all share in a democracy. Contains a 13-item bibliography for students and a 2-item bibliography for teachers are listed. (LAP)

ED 404 245   SO 026 537

Fier, Harriet, Ed.; And Others
Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Role; Citizenship; *Citizenship Education; Citizenship Responsibility; Civics; *Civil Liberties; Critical Thinking; Democracy; Democratic Values; Elementary Education; Freedom; Justice; Law Related Education; *Personal Autonomy; *Social Studies

This user guide covers "Liberty and Justice," and offers suggestions for preparatory activities, lessons, and follow-up activities for primary, intermediate, and upper grade students. Goals for the series are to help children: (1) become familiar with the democratic process and active citizenship; (2) recognize what it means to be a citizen in a multi-cultural society; (3) build skills in communications and cooperation; (4) recognize how laws are made and how a single vote and voice

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Activities; Elementary Education; Foreign Countries; *Multicultural Education; *Music Activities; *Music Education
IDENTIFIERS- Folk Music; Japan; Liberia

This workshop presentation offers an introduction to and suggestions for a multicultural approach to teaching through music experiences. Experiences presented include: (1) "Funga Alafia," a welcome song from Liberia; (2) "Under the Spreading Chestnut Tree," an American traditional game song; (3) a Japanese version of "Under the Spreading Chestnut Tree"; and (4) "Mos' Mos'!," a Native American (Hopi) song about a cat. A segment of the presentation, "The Challenge for Teaching Multiculturally" briefly outlines several teacher qualities necessary to the task of cross-cultural music education. (Contains 13 references.) (MM)

ED 404 269 SO 027 152

Staaland, Elaine; Strom, Sharon
Family, Food, and Society: A Teacher's Guide.
PUB DATE- 96
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Economics; *Consumer Education; Consumer Science; *Family (Sociological Unit); *Family Life Education; *Foods Instruction; Global Education; *Home Economics; Hunger; Nutrition; Nutrition Instruction; Secondary Education; Social Studies; State Curriculum Guides
IDENTIFIERS- *Wisconsin

This Wisconsin guide uses hands-on experiences and food labs to help students examine their family and societal goals and how choices about food can help or hinder the realization of these goals. The guide challenges students to see the larger ramifications of their daily choices on the local and global community. The guide provides a prototype of the emerging family-focus approach to curriculum, instruction, and assessment. The book has five modules consisting of teaching-learning experiences, including conceptual statements, directed activities, and support materials designed to reflect the family-focus approach. The subconcerns addressed in the modules focus on: (1) Why should people be concerned about food, its meaning, and ways of obtaining and using it?; (2) What should families do regarding the development of food attitudes and norms?; (3) What should families and society do about food consumption patterns?; (4) What ought to be done about getting food?; and (5) What action should individuals, families, and society take in regard to food-related concerns? A course rationale, family narrative, and course description also are part of the guide. The five appendixes provide information about further reading, Wisconsin's educational goals and learner outcomes, the practical reasoning process, conceptual statements, and teaching about controversial issues. (EH)

ED 404 270 SO 027 477

Rubin, Janet; Merrion, Margaret

High Schools; Program Effectiveness; *School Guidance; Small Group Instruction; Student Development; Teacher Participation; *Teacher Role
IDENTIFIERS- Ontario

The Ontario (Canada) Ministry of Education and the Toronto (Ontario) Board of Education have suggested or mandated use of the teacher advisory structure for grades 7 through 9. The establishment of teacher advisory groups involves organizing teachers and students into small groups to permit instruction and advising to be personalized. Their function is to promote students' educational, personal, and social development. Advisory groups often function as vehicles for delivering a guidance-type curriculum to all students in a regular way. The educational agenda emphasizes program planning (secondary and postsecondary) and the social agenda emphasizes strengthening self-concept and peer group relationships and offering "survival assistance." Skills and characteristics of teacher-advisors are listed. Results of research studies on teacher advisory groups at the middle school and secondary school level are reviewed. The paper concludes that teacher advisory groups can increase student motivation and achievement and can connect adults and young people in ways that are genuinely educational and community enhancing. (Contains 14 references.) (JDD)

ED 404 291 SP 034 857

Ovando, Martha N.
Constructive Feedback: A Key to Successful Teaching and Learning.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Objectives; Decision Making; Elementary Secondary Education; *Evaluation Utilization; *Feedback; *Learning Processes; *Performance Factors; Positive Reinforcement; Student Attitudes; *Student Improvement; Teacher Attitudes; *Teacher Improvement; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- *Feedback Systems Analysis

Feedback has emerged in the literature as a means to facilitate both the learning proccess and teaching performance. The context of constructive, systematic feedback includes evaluation as an important element in the process of decision making for teaching. Teaching and learning function as a whole to achieve outcomes from which specific information is collected. Information for students comes from sources such as their performance on tests, assignments, and projects, and in class during instruction. The focus of feedback for learning should address at least two dimensions: content mastery, and tools or skills for learning. The feedback process for learning involves at least eight steps that include expectations, criteria, student progress, students' accomplishments and strengths, areas needing further study or practice, recognition of students' efforts, suggestions about learning activities, and encouragement. Sources of feedback for teaching, which should be gathered on an ongoing basis, are students, peers, principals, and parents. Actions to facilitate feedback for teaching involve: setting a climate of trust; clarifying expectations; gathering significant information; reviewing and acknowledging each comment; adjusting teaching as needed; and evaluation in the program is via student portfolios which contain results of observations of students' work and evidence of both the products and processes of learning and through group self-evaluation. Introductory material defines "service learning," and describes four models for integrating service leaning into learning communities/courses: (1) the add-on model, (2) the linked model, (3) the variable credit model, and (4) the total integration model. Additionally, prior to graduation, all students submit a "presentation" portfolio that represents their best work and development. Sample vignettes show student learning narratives as they reflect on their service learning experiences. Additional material in the packet includes the agreement between the service learning site supervisor, the university, and the student; a program description aimed at potential students; and a listing of courses organized around each course's reflective goals and reflective models. (JLS)

ED 403 856 HE 029 937

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
PUB DATE- 7 Jan 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Budgets; *Capital Outlay (for Fixed Assets); Construction Costs; *Educational Finance; *Facility Improvement; Facility Planning; Higher Education; *State Aid; State Boards of Education; State Colleges; State Government; State Universities; Statewide Planning
IDENTIFIERS- *Illinois

This staff report details fiscal year 1998 capital improvement budget recommendations of the Illinois State Board of Higher Education. The report recommends funding for 39 higher education capital facility projects at a total cost of $284.5 million, including $40 million for capital renewal projects; $25 million for technology infrastructure in community colleges and public universities; and funding for a fourth year of a statewide telecommunications-based instructional delivery system. The report also contains detailed descriptions of the statewide initiatives and projects at the following institutions: Chicago State University; Eastern Illinois University; Governors State University; Illinois State University; Northeastern Illinois University; Northern Illinois University; Western Illinois University; Southern Illinois University at Carbondale; Southern Illinois University at Edwardsville; University of Illinois at Chicago; University of Illinois at Springfield; University of Illinois at Urbana-Champaign; Illinois Community Colleges; and Illinois Mathematics and Science Academy. Four tables summarize the Governor's capital plan for unfunded projects; requests and recommendations for capital improvement projects; list by priority board of higher education recommendations; and summarize projects by institution and budget category. An appendix lists projects not recommended for funding. An attached news release summarizes the report and notes the emphasis of the recommendations on repair, renovation, and technology infrastructure (CH)

IDENTIFIERS- American Federation of Teachers; Council for Exceptional Children; *ERIC; Individuals with Disabilities Education Act; Learning Disabilities Association of America; National Association Elementary School Principals; National Association of School Psychologists; National Association of State Boards of Education; National Association Secondary School Principals; National Education Association; National School Boards Association; Office of Special Education Programs

The "ERIC Review" is published three times per year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue introduces readers to the issues surrounding the inclusion of students with disabilities in general education classrooms, and provides information for schools moving to adopt more inclusive practices. This document is not an endorsement of or policy statement on inclusion. Nine articles appear in this issue: (1) "Including Students with Disabilities in General Education Classrooms: From Policy to Practice" (Jane Burnette); (2) "Inclusion and the Individuals with Disabilities Education Act" (Judith E. Heumann and Thomas Hehir); (3) "Office of Special Education Programs" which lists 18 programs sponsored by that office; (4) "Inclusion: It's Not All Academic" (Barak Stussman); (5) "Inclusive Education in Practice" (Karen Irmsher); (6) "Selected Inclusion Resource Organizations" (Bernadette Knoblauch); (7) "Selected Inclusion Materials" (Barbara Sorenson and Janet Drill); (8) "Excerpts from Policies and Position Statements on Inclusive Schools" which includes statements from American Federation of Teachers, The Council for Exceptional Children, Learning Disabilities Association of America, National Association of Elementary School Principals, National Association of School Psychologists, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, and National School Boards Association; and (9) "Putting It All Together: An Action Plan" which lists tips for creating more inclusive schools. (SWC)

ED 403 875 IR 018 230

Lohr, Neah J.
Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
PUB DATE- 96
NOTE- 144p.; For the executive summary of this report, see IR 018 196.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Computer Networks; Educational Finance; *Educational Objectives; *Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Futures (of Society); Long Range Planning; Public Schools; Staff Development; State Boards of Education; State Standards; *Statewide Planning; Telecommunications
IDENTIFIERS- National Education Goals 1990; *Technology Plans; *Wisconsin

This document combines a review of Wisconsin technology initiatives and related research with outlines of components needed for a comprehensive educational technology system to serve all Wisconsin citizens. The long-range statewide plan is intended to enhance elementary and secondary academic achievement through proper use of state-of-the-art technologies and professional staff development. Implementing the plan will lead to the achievement of the National Education Goals, state

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Books; Computer Attitudes; Electronic Journals; *Electronic Publishing; Faculty Publishing; Futures (of Society); Higher Education; Internet; Librarians; Online Systems; Printed Materials; *Promotion (Occupational); Publish or Perish Issue; *Scholarly Journals; Technological Advancement; *Tenure; World Wide Web; *Writing for Publication
IDENTIFIERS- Access to Computers; *Barriers to Participation; Referees

This paper looks at the issue of how scholarly publishing in electronic forums affects the academic tenure process. Currently, scholarly publication as it relates to the merit and promotion process is generally defined as publication in refereed journals or as publication of scholarly books. This definition, implying a fixed language-based text and an identifiable author or multiple authors, is beginning to be questioned in theory and in practice. Implications for faculty members going through the tenure process, and thus for academic libraries and for librarians, who work to be integral players in the university community, will depend to what extent contemporary theoretical positions are put into practice, whether as radical change or as assimilated into current practices of the advancement and promotion process. Aspects to consider include: (1) the producers, publishers, and consumers of literature on the world wide web; (2) the perceptions of the stability and quality of electronic publications by those who hold academic power; (3) whether or not electronic publications are refereed; (4) different attitudes toward technology within and between academic disciplines; (5) if publications are available in both paper and electronic forms, and if the contents differ between forms; and (6) the ease of access, including access to appropriate computer technology and the ability to retrieve works via indexes and other finding aids. (Contains 41 references.) (Author/SWC)

ED 403 893 IR 056 266

Adams, Michael; And Others
Cooperative Web Development and Maintenance.
PUB DATE- 96
NOTE- 13p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; Computer Software Selection; *Computer System Design; *Cooperative Planning; Higher Education; Internet; *Research Tools; School Policy; *Screen Design (Computers); Staff Development; *World Wide Web
IDENTIFIERS- *California Lutheran University; *Home Pages

This paper describes the planning and implementation of a school-wide home page at California Lutheran University (CLU) (Thousand Oaks, California). A working team created a balanced the project are: (1) effective access over the Internet to an image-based digital library can be achieved from a variety of workstations; (2) Cornell has defined and will implement a digital document control structure that incorporates the best features of various Xerox prototype systems; (3) digital computer output microfilm that meets national standards for quality can be produced from 600 dpi (dots per inch) binary scanning; (4) binary scanning can reproduce many categories of printed illustrations and archival material in a manner superior or comparable to the quality obtained with standard light lens photocopy and microfilm processes; and (5) the infrastructure developed for library preservation and access activities supports other applications in the electronic dissemination of information. Five appendices cover: the CLASS scanning system; document architecture description; testbed description; "DocuTech-printed" examples; and screen descriptions from digital library UNIX client. (SWC)

ED 403 911 IR 056 288

Jones, C. Lee
Preservation Film: Platform for Digital Access Systems.
PUB DATE- Jul 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Electronic Libraries; *Information Storage; Library Materials; Library Technical Processes; *Microfilm; *Multimedia Materials; Photographic Equipment; *Preservation; Technological Advancement
IDENTIFIERS- Digital Scanning; *Digital Technology

Preservation efforts for an increasingly digitally oriented future have turned to advanced and improved methods of preservation on microfilm, which has a life expectancy of more than 500 years when properly prepared, stored, and managed, and can support a wide range of digital access systems. Computer controlled cameras can provide significantly higher resolution than cameras previously used for microfilming materials. High resolution microfilm can be easily scanned into digital formats, retains more resolution than current scanning technology can capture, and precludes a dependence upon a fast changing digital environment. Another critical factor for easier and higher quality scanning is narrow film density range. In addition, continuous tone filming (CTF) process successfully captures continuous tone images of photographs, negatives, prints, and heavily illustrated materials and adheres to preservation standards. Vendors of preservation filming services have focused recent service enhancements on reducing the cost of putting material on film. However, the preservation reformatting goal of every library, archive, museum and historical society needs to be to prepare preservation microfilm for the digital present and future. To simply reformat endangered materials into a form resistant to scanning or one that complicates scanning is a serious disservice to scholars and researchers of the future. (Author/SWC)

ED 403 912 IR 056 289

Public Libraries, Communities, and Technology: Twelve Case Studies.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

in the project. The literature and history faculty that have an interest in diversity continue to reinforce the issues of pluralism and identity in their courses. Student reaction to the project has been favorable. They were optimistic about the ability of the members of the college community to act as individuals and, at the same time, to work together harmoniously. (HAA)

ED 403 928 JC 970 091

Black River Technical College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Art Activities; *Community Colleges; *Cultural Pluralism; Curriculum Development; *Ethnic Studies; History Instruction; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; United States History; United States Literature
IDENTIFIERS- Black River Technical College AR

In 1996, Arkansas's Black River Technical College (BRTC) participated in the American Association of Community Colleges' Exploring America's Communities project, which worked to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The proposed centerpiece of BRTC's program is called the "The Century Wall," a large mural which is to depict the faces of 100 Americans who, with their diverse racial, religious, and ethnic identities, have made a difference in shaping the 20th century. The project includes a student researched and written booklet which contains a keyed schema and short biographies of the 100 individuals. Community interest, including generous coverage in a regional newspaper, has been remarkably keen. Letter surveys were sent to colleagues at Arkansas State University, as well as to local organizations and schools in order to get suggestions for people to include in the mural. In the summer, prospective muralists were contacted and infusion activities for the fall were planned. In the fall, English teachers required readings of multicultural novels. Food Science students were assigned four multicultural short stories which focused on food. Government students had a focused study on the role of the media in shaping out perceptions of ethnic groups in America. Other students were involved in gathering continued community input. The project faced some delays as a result of the high levels of community interest. (HAA)

ED 403 929 JC 970 092

Bronx Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and

American Pluralism class need to be finalized; progress needs to be made on regrouping of the American History offerings; and communication must be established and maintained. Linked courses remain a problem; only one is being currently offered. (HAA)

ED 403 945 JC 970 108

Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 9p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Curriculum Development; Discussion; General Education; Multicultural Education; Program Descriptions; Two Year Colleges; *United States Literature
IDENTIFIERS- Lakeland Community College OH

In 1996, Lakeland Community College (Ohio) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the instruction of American history, literature, and culture at community colleges. The primary objective of the team's approach has been to identify strategies for enhancing the institutional climate for the conversation on American pluralism. The specific goals included: (1) establishment of a new course, Multicultural Literary Studies (MLS); (2) formation of a task force on American pluralism; (3) establishment of a resource center; (4) proposal for a new general education outcome for the Associate of Arts and the Associate of Science with attention to American Pluralism and identity; and (5) proposal for a new major college goal on pluralism to prepare for accreditation. Goals One, Two, and Three have been accomplished. Goal Four is in the discussion stage and is expected to require two to three years to complete. Goal Five will be addressed in 1998, as the college prepares a self-study for continuing accreditation. Challenges faced by the college included faculty and student resistance, institutional inertia, and structural barriers. Remaining work includes renewed marketing of the MLS course; identifying current instructional content and methods; faculty development activities; coordinating academic, continuing education, and student activities; and planning for student involvement. The team's efforts have served as a foundation for a permanent commitment community discussion. (HAA)

ED 403 946 JC 970 109

Lee College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English

about the program; implementing a new interdisciplinary course examinig the cultural development of America; hosting a luncheon for faculty to explore identity issues; developing a bibliography on pluralism; and initiating an in-service training program to explore cultural differences. The college also hosted a speakers' series, an "International Week," a discussion in the school paper about race relations, a cultural diversity dinner for 500 community attendees, an exhibit on the North American Indian, a Mexican Folklorica Ballet, and a modern language program. Students participated an art exhibition, a gospel choir performance at a luncheon, and the Pluralism Committee. Classroom conversations on cultural diversity and current events have begun. (HAA)

ED 403 962 JC 970 125

Valencia Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activities; *American Studies; Community Colleges; *Cultural Pluralism; *Curriculum Development; Instructional Improvement; *Interdisciplinary Approach; *Multicultural Education; Program Descriptions; *Thematic Approach; Two Year Colleges; United States History; United States Literature
IDENTIFIERS- Valencia Community College FL

In 1996, Florida's Valencia Community College (VCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The central aim of the college's action plan was to develop activity packets or modules that focused on a theme and which provided a structured sequence of learning activities organized around the theme. The theme embodied the following ideas: concrete activities designed to stimulate student thought, personal observation or reflection, collaborative activity, synthesis and application of learning, and assessment. The intent was to provide groundwork for the Summer Institutes on non-Western civilizations scheduled for 1997. After developing the draft action plan, the team decided to organize a college-wide public event that would highlight the Common Ground agenda. Obstacles faced by the college included delaying the first summer institute until 1998, experiencing difficulty integrating thematic topics into courses of various content, and facing limited faculty involvement. However, colleagues were enthusiastic and the diversity forums were a great success. It is critical to the continued success of the program that the work that has been done remain the focus of future projects and that the college remains committed to the original objectives. Responses by the faculty and students to the action plan as it has unfolded have been quite positive. (HAA)

ED 403 963 JC 970 143

and handling difficult situations. Post-assessment activities consisted of a review of detentions issued in September through January of the 1993-1994 school year and readministration of the IPC. The intervention program was successful in decreasing the number of detentions and inappropriate behaviors, as well as increasing teacher awareness and dialogue. Data showed significant modification of the behaviors of students in grades five, six, seven, and eight, though modification of the program for grades five and six is suggested since the behaviors of those students did not change to the same extent as the seventh and eighth grade students. Appended are copies of questionnaires and program materials. Contains 23 references. (TM)

ED 403 980 PS 023 609

Holland, Holly, Ed.
Middle Ground: News of Middle-Level Education, 1995.
PUB DATE- 95
NOTE- 53p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Assessment; *Educational Change; Educational Testing; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Parent School Relationship; Professional Development; School Community Relationship; *Service Learning; *Staff Development; Student Evaluation; Teacher Attitudes; Teaching Methods; *Team Teaching
IDENTIFIERS- Middle School Students

These three 1995 newsletter issues explore concepts and problems relevant to middle-level education. The cover story for the spring issue examines new trends in educational assessment. Additional briefs in this issue discuss team teaching, school reform as a community-wide effort, and home-school collaboration. The cover article for the Fall issue explores service learning in the middle school. Additional briefs in this issue discuss the hazards of "ditto" or mimeographed worksheets; a magazine for deaf students; the link between one's name and self-esteem in middle school; and use of online computer research in the middle school. The cover article of the Winter issue discusses interdisciplinary team teaching. Additional briefs in this issue discuss National Science Education Standards, and a student-produced educational television show. Each newsletter issue also has additional sections on resources, book reviews, grant information, and learning from the experiences of veteran teachers. (HTH)

ED 403 981 PS 024 097

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Agency Role; *Child Advocacy; Childhood Needs; *Children; *Child Welfare; Family (Sociological Unit); Integrated Services; *Policy Formation; Political Issues; Public Policy; Research Committees; Social Services; State Agencies; State Legislation; State Programs

interaction partner, and in the opposite direction. The study proposed three stages in the development of interpersonal relationships: (1) acquaintance; (2) "good friends"; and (3) best friends. It examined 70 juniors in high school, about 17 years of age, and used the self-disclosure questionnaire consisting of 60 statements in the following possible categories of conversation: (1) attitudes; (2) interests; (3) work or studies; (4) money; (5) body; and (6) health. The study found that the breadth and depth of self-disclosure is in proportion to the stage of development of the interpersonal relationship. Subjects were most open and forthcoming in the categories of interests, learning at school, and attitudes, possibly because revealing information to a partner concerning these areas was more external and therefore more easily revealed. The subjects were less open and forthcoming about personality, body, and health, perhaps because these areas were more deeply rooted in self-knowledge and therefore more difficult to reveal. Also, in contacts with strangers, the level of self-disclosure in male subjects was significantly higher than in female subjects, indicating that girls are more selective when choosing a partner for self-disclosure. (Contains 12 references.) (SD)

ED 403 998 PS 024 932

Dolan, JoAnne; Gentile, Nicole
How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; Mother Attitudes; Mothers; *Parent Attitudes; *Parent Participation; Parent Role; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Teacher Attitudes
IDENTIFIERS- Parent Surveys; Teacher Surveys

Both parents and educators have extremely important roles in educating children. Educators must consider the whole family when attempting to meet the needs of the children they teach. By means of a questionnaire, this study explored 10 preschool educators' and 10 mothers' attitudes toward parental involvement. Questions for teachers include how and how often they communicate with parents, how they perceive parental response to their outreach efforts, how they felt about surprise visits from parents, and what positive and negative experiences they had with students' parents. Questions for mothers covered areas including whether they were willing to volunteer, what were their scheduling preferences, whether they were aware of available school resources, and what kind of activities are done at home to support their children's education. Results (presented in detail for each question) indicated that teachers reach out to parents in several ways, including by newsletters and classroom visits, and that parents are willing to participate as much as possible. Teachers appear to accept certain reasons for lack of participation (in conferences, for example), and most welcome surprise visits from parents. (Includes a list of sources for parental involvement materials. Contains 18 references.) (EV)

ED 403 999 PS 024 933

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.

PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Classroom Design; *Classroom Techniques; Computer Software; Discipline; Educational Technology; Elementary School Mathematics; Instructional Innovation; Language Arts; Learning Activities; Learning Centers (Classroom); Mathematics Instruction; *Mixed Age Grouping; *Multigraded Classes; Portfolio Assessment; *Primary Education; Reading Instruction; Student Evaluation; Substitute Teachers; Teacher Student Relationship
IDENTIFIERS- Feltboards; Flannel Boards; Nuffield Mathematics

This guide is designed to assist teachers of multi-age K-2 classrooms in organizing and implementing their classrooms effectively. Section 1, "Understanding the Multi-Age Classroom," describes characteristics of such classrooms, including relevant classroom models, incorporating kindergarten students, grouping students, and developing specific routines. Section 2, "Using Literature," presents suggestions for using children's literature in theme-based teaching and recommends specific books. Section 3, "Language Arts," includes class activities and several forms for teachers' use. Section 4, "Math," contains suggestions for activities from the Nuffield Mathematics Project, the whole-class approach, team teaching, small groups and centers, and the laboratory method. Section 5, "Using Centers," discusses how to design effective centers and megacenters, arrange the classroom, and select materials, and presents activities for several different types of centers. Section 6, "Flannel Board Activities," outlines the effective use of flannel boards for literature-based play and includes patterns for teachers' use. Section 7, "Using Technology," suggests software for use in primary level multi-age classrooms. Section 8, "Assessment," discusses the use of portfolio assessment and anecdotal records and includes forms for teachers' use. Section 9, "Preparing for a Substitute Teacher," recommends information for placement in a substitute folder and covers the issue of classroom management. Section 10, "Lesson Plans," presents an abbreviated daily schedule for use in multi-age classrooms. Section 11, "Behavior Management," discusses how grouping of students and learning centers control student behavior, and describes procedures for dealing with disruptive students. A final section addresses commonly asked questions regarding multi-age primary grade classrooms and suggests further reading. (KDFB)

ED 404 017 PS 025 009

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
PUB DATE- Feb 96
NOTE- 33p.; Articles in this publication are excerpted and adapted from presentations and discussions at the Symposium, "Community Strategies for Children and Families: Promoting Positive Outcomes" (Atlanta, GA, February 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; At Risk Persons; *Child Advocacy; Child Development; *Child Welfare; *Community Action; Community Involvement; Early Parenthood; Economically

ED 404 035 PS 025 090

Schunk, Dale H.
Self-Monitoring as a Motivator during Instruction with Elementary School Students.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Students; Expectation; *Learning Motivation; Learning Theories; Mathematics Skills; Models; *Self Efficacy; *Self Evaluation (Individuals); Self Motivation; Student Motivation
IDENTIFIERS- *Self Monitoring; Self Observation; *Self Regulated Learning

Self-monitoring refers to deliberate attention to aspects of one's behavior, and is an important component of self-regulated learning, which depends on favorable self-evaluations of one's capabilities and progress toward learning goals. This paper argues that self-regulated learning is enhanced when students self-monitor their learning progress, and that positive self-evaluations sustain learning by sustaining motivation. The paper begins by summarizing social cognitive theoretical ideas on self-regulation, self-efficacy, and achievement goals and then describes a social cognitive model of self-regulated learning. The paper next describes several research projects that explored the role of self-monitoring during cognitive skill acquisition. The studies involved elementary school students learning mathematical skills; in the first study, students self-monitored their completed work, and in the next two studies the focus of self-monitoring was on learning progress and performance capabilities. All three studies supported theory and research on the benefits of self-monitoring in learning. The paper concludes with a discussion of the implications of self-regulation for teaching and learning. Contains 26 references. (EV)

ED 404 036 PS 025 091

Siu-Runyan, Yvonne, Ed.; Faircloth, Victoria, Ed.
Beyond Separate Subjects: Integrative Learning at the Middle Level.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Adolescent Development; Curriculum Development; Educational Principles; Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Processes; *Middle Schools; Principals; Student Characteristics; Student Needs; Teaching Methods; Team Teaching; *Writing Across the Curriculum
IDENTIFIERS- Developmentally Appropriate Programs; Middle School Students; *Reading across the Curriculum

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Alaska Natives; American Indians; Canada Natives; *Civil Liberties; Cultural Background; Cultural Maintenance; Elementary Secondary Education; *Ethnic Discrimination; Foreign Countries; Government Role; *Indigenous Populations; International Cooperation; Racial Discrimination; *Self Determination; *Social Status
IDENTIFIERS- *Oppression; *United Nations

This book addresses the oppression and discrimination that indigenous populations face and discusses their efforts to regain basic rights to control their own cultural, economic, political, and social development. The first section discusses the social status and living conditions of indigenous populations in the Arctic (including Saamiland and Russia), North America, Mexico and Central America, South America, Melanesia, the Pacific and Australia, East Asia, Southeast Asia, South Asia, and Africa. Each chapter describes the progress of indigenous populations in securing basic rights such as self-determination, self-government, cultural integrity, access to education, control over education and child welfare, and input into political and economic issues. Discussions also address the role of various governments in perpetuating the oppression of indigenous groups. The second section outlines articles of the draft declaration on the rights of indigenous peoples as agreed upon by members of the United Nations Working Group. This document was designed to provide states with an opportunity to make a Declaration of Intent that they will strive to improve the atrocious conditions in which many indigenous peoples live. This section also includes a report discussing suggestions of the International Work Group for Indigenous Affairs (IWGIA) for strengthening the rights of indigenous peoples and a report concerning indigenous peoples' right to use renewable resources for subsistance and how this right has been threatened by colonialism. Also included is a listing of IWGIA publications in English and Spanish. (LP)

ED 404 054 RC 019 741

The Accelerated Schools Project: Pope Elementary School, 1993-94.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Education; *Elementary Schools; *Hawaiians; High Risk Students; *Improvement Programs; Program Implementation; Rural Schools; *School Based Management
IDENTIFIERS- *Accelerated Schools; Windward School District HI

This report describes the first year of implementation of the 5-year Accelerated Schools Project (ASP) at Blanche Pope Elementary School in rural Oahu (Hawaii). ASP trains school staff and community members to transform governance, curriculum, and instruction in schools serving predominantly at-risk and minority, low-achieving students. In contrast to traditional remedial "dumbed down" approaches that cause disadvantaged students to fall further behind their classmates, ASP uses strategies from gifted education to assist all students to reach grade level or beyond in academic master forms. Includes illustrations and ordering information. (SV)

ED 404 071 RC 020 911

Cook, Janice
Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adventure Education; Creative Thinking; *Decision Making Skills; Foreign Countries; *Intuition; Problem Solving; *Safety
IDENTIFIERS- *Outdoor Leadership; *Unconscious Processing

Intuition is knowledge of something without the conscious use of reasoning. The question of where intuitive knowledge comes from may be addressed from neurophysiological, spiritual, or philosophical perspectives. In some cases, hunches may be traced to the unconscious processing of immediate sensory input with previous knowledge. In other cases, the source of intuitive knowledge is not apparent. Two anecdotes about skiing and fears of avalanche potential illustrate these types of intuitive knowledge. For the administrator of an outdoor program or an outdoor leader in the field, intuition can increase effectiveness in the areas of problem solving, judgment and decision making, route finding, safety management and danger evaluation, assessment of student readiness for adventure activities, staff selection, and group processes. However, intuitive insights must be used in conjunction with logical thinking. Methods of developing intuition include overcoming obstacles such as the fear of looking ridiculous or irrational; thinking of one's intuition as a metaphorical helper; and practicing various techniques such as relaxation, listening to one's inner voice during deliberate periods of silence, paying attention to the symbolism in one's dreams, memory games, creative visualization, and meditation. Contains 11 references. (SV)

ED 404 072 RC 020 912

Hendricks, Bruce
Moving Ahead: Program Review & Evaluation As Tools for Growth.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Foreign Countries; Planning; Program Administration; *Program Evaluation

DESCRIPTORS- Adventure Education; *Educational Strategies; *Environmental Education; Experiential Learning; Individual Development; *Outdoor Education; Program Development
IDENTIFIERS- Environmental Awareness; *Outdoor Recreation

This paper examines the relationship between outdoor recreation and environmental education. Observations of resident environmental education centers in Minnesota and of recreational programs on U.S. Forest Service lands found that, to the extent that planned and unplanned outcomes can be equated, the two types of programs seemed to produce the same results: increased environmental awareness and improved recreational skills. Teachers in the outdoors and recreators teaching people to enjoy the outdoors have an interest in helping participants to better understand the environment, if only to protect the resources on which all rely. The impact of outdoor and adventure programs on the individual provides an ideal opportunity for environmental learning. Nine steps for including environmental education in outdoor recreation programs include deliberate planning of environmental education elements, creating a program philosophy of environmental harmony, encouraging a sense of awe and respect for natural environments, promoting a level of comfort with the outdoors, teaching and living minimum-impact philosophy and techniques, emphasizing relationships between personal behavior and environmental consequences, weaving small environmental lessons into all program aspects, utilizing available environmental education resources, and avoiding portrayal of the environment as an adversary to overcome. On the other hand, infusing recreation into environmental education programs can help students adjust to the outdoors, turn abstract information into concrete experience, provide outdoor skills, and make learning fun. Contains 24 references and suggested readings. (SV)

ED 404 089 RC 020 929

Watters, Ron
Whitewater River Accident Analysis.
PUB DATE- 96
NOTE- 10p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; *Accidents; *Adventure Education; Aquatic Sports; Case Studies; *Decision Making; Safety
IDENTIFIERS- *Case Method (Teaching Technique); Kayaking; Outdoor Leadership; Outdoor Recreation; *Whitewater Rafting

Critical decision making on a whitewater trip goes beyond simply having knowledge of safety practices. Rather, prudent decisions are arrived at through a complex interplay of diverse factors. The question is: how can outdoor educators prepare themselves and their staff to make the "right" decision when faced with a potentially dangerous situation? Experience is always the best teacher, but short of being involved or being on hand during actual river accidents, the next best way to prepare is through the study of river accidents. Case studies vividly describe what can go wrong when basic river safety procedures are violated, and also show that river accidents happen even when no basic safety procedures are violated. The latter type of incident reminds us that rules or lists of safety practices are not always reliable and that we must do our own thinking. River

DESCRIPTORS- Attitude Measures; Cognitive Structures; College Students; Constructivism (Learning); *Education Majors; Elementary Education; Higher Education; Integrated Activities; *Mathematics Instruction; Naturalistic Observation; Preservice Teacher Education; *Protocol Analysis; Protocol Materials; Qualitative Research; *Science Instruction; Student Attitudes; Videotape Recordings
IDENTIFIERS- Preservice Teachers

Recent research has focused on how prospective teachers formulate beliefs related to teaching and learning mathematics and science. This paper examines the use of videotaped mathematics and science lesson segments to aid in the description or identification of initial belief structures of prospective elementary school teachers. Using a naturalistic approach, written comments about three videotaped lesson segments were collected from 38 college students in a mathematics education content course. The videotaped lesson segments were interpreted and edited to present the prospective teachers with predetermined aspects of teaching. The three segments included a first-grade subtraction lesson, a fifth-grade math/science integrated lesson, and a second-grade constructivist mathematics lesson. Students' comments were categorized by lesson segment and analyzed across lesson-groups for commonalities and differences. Results indicate that the prospective teachers already had various preconceptions intact regarding issues of both teaching and learning before they entered the content class. Specific preconceptions are reported by lesson segment. Possible implications from the findings include: (1) the use of videotaped lessons is an effective way to identify prospective teachers' existing beliefs; (2) teacher educators cannot assume that prospective teachers' prior experiences are in conflict with teacher education objectives; and (3) consideration of these beliefs provides an opportunity for teacher educators to target those beliefs and for the prospective teachers to have an active role in their education experiences. Contains 28 references. (MDH)

ED 404 105 SE 053 768

Watts, Michelle R.
The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary School Teachers; *Inservice Teacher Education; Mathematics Achievement; Mathematics Education; *Mathematics Tests; Primary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Alternative Assessment; Alternative Grading; *NCTM Curriculum and Evaluation Standards

Thirty-three primary teachers were trained in the 1989 Standards for School Mathematics to study the relationship between the implementation of alternative assessment and such variables as: teacher grading orientation, class size, grade level, and student mathematical ability. Teachers were found to use knowledge level items significantly more often than higher level items, and K-1 teachers used items involving manipulative materials significantly more often than grade 2-3 teachers. Patterns of usage by question level, assessment format, manipulative material, and scoring method did not vary according to teacher variables. Mathematical procedures were student can make these methods his/her own. (ZWH)

ED 404 126   SE 054 879

Reiss, Michael J.
Science Education for a Pluralist Society.
PUB DATE- 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Research; *Controversial Issues (Course Content); Educational Change; Elementary Secondary Education; *Multicultural Education; Science Curriculum; *Science Education; Social Influences; *Technology Education

Many educators and researchers have questioned the relationship between science and technology and the appropriate place of each in the curriculum. What researchers have discovered is that many countries approach this issue in different ways. The emphasis in this document is placed on the interdependence of science and technology in a pluralistic society. Chapter 2, "What Is Science?", outlines the contemporary debate about the nature of science and begins to relate it to science teaching in school. Chapter 3, "Science Curricula for a Pluralist Society", criticizes the adoption of a Western, male view of science in school syllabuses and textbooks. Chapter 4, "A Science Department for All", draws together examples of good practice and tries to suggest what a school science department that was appropriate for all learners might be like in its staffing, organization, appearance and teaching methods. Chapter 5, "Teaching Controversial Issues in Science", looks at the strengths and weaknesses of the various approaches that are used for teaching controversial issues in school science. Chapters 6,7, and 8 contain a large number of examples intended to help the teacher who wishes to adopt the approach to science education advocated in this book. (ZWH)

ED 404 127   SE 054 949

Ginns, Ian S.; Watters, James J.
A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Research; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; *Preservice Teacher Education; *Science Instruction; *Self Efficacy; Sex Bias; Teacher Education Programs
IDENTIFIERS- Preservice Teachers

This paper reports the results of a longitudinal study into the personal and science teaching efficacy of a group of preservice elementary teachers. Quantitative and qualitative research methods were employed in the study. Using a pretest and a post-test one group research design, quantitative data were obtained from the administration of a psychometric test, Science Teaching Efficacy Belief Instrument (STEBI-B), at the commencement and mid-point of a three-year teacher education camouflage, animal adaptations, seed adaptation, and ecosystem murals); and energy (9 lessons on lines of expression, sources of light, classifying colors, light and shadow, hot and cold, using energy to melt ice cubes, painting the ocean currents, and investigating magnetism). Nine appendixes include management tips, tips for working with art and science materials, safety precautions, a glossary, and additional resources. (ZWH)

ED 404 146 SE 055 139

Tolley, Kimberley
The Art and Science Connection: Hands-on Activities for Intermediate Students.
PUB DATE- 94
NOTE- 214p.; For primary student activities, see SE 055 138.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Art Education; *Hands on Science; *Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Science Activities; *Science Education

Most people think that the artist and the scientist live in two totally different worlds. However, art and science are only two different ways of understanding and knowing the world. To help intermediate students make a connection between art and science, a collection of hands-on activities have been developed. By engaging in these activities that integrate art and science, students learn a variety of ways through which they can understand the world. They learn to bring creativity and insight to the discipline of science, and method and order to the discipline of art. The focus of these activities are the following three themes: structure (10 lessons on describing structure; solids; liquids; surface tension; loam and clay; backyard creatures; fish printing; muscles, tendons, bones, and joints; roots and shoots; and flowers); interactions (13 lessons on color combination; water-interactions; crime-solving chemistry; capillary action; paper chromatography; crystals; inventing a better chalk; and acids and bases); and energy (7 lessons on energy: lines of expression; gravity; wind; reflection; refraction; afterimages and animation; and designing a desert house). Eight appendixes include tips for working with art and science materials, safety precautions, a glossary, and additional resources. (ZWH)

ED 404 147 SE 055 240

Irwin, Kathryn C.; Britt, Murray S.
Mathematical Knowledge and the Intermediate School Teacher.
PUB DATE- Jul 94
NOTE- 9p.; In: Challenges in Mathematics Education: Constraints on Construction. Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia (17th, Lismore, New South Wales, Australia, July 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; Intermediate Grades; Mathematics Education; *Mathematics Teachers; Professional Development; *Secondary School Teachers

8; *Instructional Effectiveness; Junior High Schools; *Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; Problem Sets; Racial Differences; Sex Differences; Teaching Methods; Worksheets
IDENTIFIERS- Hierarchical Linear Modeling; Mississippi

The purpose of this study was to examine the relationships between classroom instructional practices and computation and geometry achievement. Relationships between mathematics achievement and classroom characteristics were also explored. The sample of 1,032 students and their teachers (n=147) was selected from the 1992 Trial State Mathematics Assessment for Mississippi. The instruction-related variables included the frequent use of worksheets, small groups, and manipulatives. Additional variables included the frequent use of writing, real life problems, and assessment with problem sets. The measures of mathematics achievement used included the plausible value estimates for the numbers and operations and geometry subscales from the 1992 Trial State Mathematics Assessment. The use of hierarchical linear modeling revealed significant differences between African-American and white students in computation and geometry achievement as well as differences between male and female students in geometry. Four classroom characteristics were significantly associated with average geometry achievement. Frequent use of worksheets and assessment with problem sets were significantly associated with average computation achievement. The frequent use of writing was significantly associated with average geometry achievement. (Author)

ED 404 165 SE 059 692

Tapia, Martha
The Attitudes toward Mathematics Instrument.
PUB DATE- 6 Nov 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Evaluation Methods; *Mathematics Anxiety; *Questionnaires; Secondary Education; *Student Attitudes

Attitudes toward mathematics are very important in the achievement and participation of students in mathematics. Declining national test scores in mathematics and dislike of mathematics have increased recognition of the problem of student attitudes. The purposes of this study were to develop an instrument to measure students' attitudes toward mathematics (ATMI) and to find the underlying dimensions that comprise the ATMI. The sample consisted of 544 students taking mathematics at a private bilingual preparatory school in Mexico City. Students were asked to indicate their degree of agreement with each statement, from strongly disagree to strongly agree. Variables considered were value, anxiety, motivation, confidence, enjoyment, and adults' perspectives. The alpha reliability coefficient for the whole instrument was .96. After dropping the nine weakest items, the reliability increased to .97. A principal components factor analysis with a varimax (orthogonal) rotation revealed students' sense of security, value of mathematics, motivation, and enjoyment of mathematics. The ATMI psychometric analysis revealed sound properties and can therefore be used by researchers and practitioners to change it to meet the students' needs. The pacing and depth of the unit depends on the abilities and interests of students in the class. The annotated bibliography contains 53 references and a summary of each. (PVD)

ED 404 184 SE 059 727

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Evaluation; *Mathematical Concepts; *Mathematics Skills; *Test Construction; Test Format
IDENTIFIERS- National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project of the U.S. Department of Education's National Center for Education Statistics. It assesses what students in the United States should know and be able to do in geography, reading, writing, mathematics, science, U.S. history, the arts, civics, and other academic subjects. This document presents a framework and recommendations for the 1996 NAEP mathematics assessment that are intended to reflect recent curricular emphases and objectives; include what various scholars, practitioners, and interested citizens believe should be in the assessment; and maintain ties to prior assessments to permit the reporting of trends in student achievement across time. Chapters include: (1) "Overview of Recommendations"; (2) "Framework for the Assessment" which discusses content strands, mathematical dimensions, families of items, percentage of items, item balance, calculators, and manipulatives; (3) "1996 NAEP Mathematics Objectives" which includes mathematical content areas and assessment strands; number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics and probability; and algebra and functions; (4) "Cognitive Abilities" which highlights mathematical power and mathematical abilities including conceptual understanding, procedural knowledge, and problem solving; and (5) "Item Types" which discusses multiple-choice items, open-ended items, extended open-ended items, and scoring extended open-ended items. Contains 12 references. (JRH)

ED 404 185 SE 059 729

Banks, Janet Caudill
Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
PUB DATE- Feb 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Cooperative Learning; *Educational Change; Educational Games; *Educational Strategies; Elementary Secondary Education; Geometry; Investigations; *Mathematical Concepts; *Mathematics Education; Measurement; Number Concepts;

Senegal, September 18-22, 1993).
PUB DATE- Dec 94
NOTE- 29p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; *Educational Change; Educational Development; *Educational History; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Organizational Development; Student Role; Teacher Role

This paper analyzes the stages of educational development beginning in the 1950s and 1960s, when mass economies began to emerge, immediately after World War II. This essay covers the last 40 years that have been characterized by rapid change and the most fascinating acceleration in the history of humanity. During those four decades, education systems were forced, by ever-changing paradigms, to keep pace with the surrounding world, shaking off their proverbial inertia, opening up to the contradictory forces of surrounding societies, and breaking out of their ivory towers in order to become more interactive. The paper includes a synoptic table attempting to give an overall view of the main stages of development of education systems during this period of intense reform. The four stages defined in the table are analytical abstractions and do not occur as neatly as presented. Rather, two or more stages always overlap symbiotically, creating hybrid situations which must be carefully studied case by case. Each stage of the educational cycle contains certain institutional chromosomes, indicative of an evolutionary continuum built on the achievements of earlier stages. These stages, like history, are characterized by continuous change, except for those specific moments when societies are disrupted by sudden breaks. The four stages represented are: (1) production oriented; (2) consumption oriented; (3) client oriented; and (4) innovation oriented. Each generation is described by driving forces, main features, and dominant role, that highlights the most productive exogenous and endogenous factors in the dynamics of change and in relation to the strategic position adopted by the administration. (DK)

ED 404 205 SO 024 400

Orivel, Francois
Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
PUB DATE- 7 Sep 93
NOTE- 15p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Finance; *Educational Policy; Educational Research; Elementary Secondary Education; *Enrollment Rate; *Females; Foreign Countries; Higher Education; *Teacher Characteristics
IDENTIFIERS- *Africa (Sub Sahara)

Focusing on the education situation in Sub Saharan Africa, this paper states that while education systems in the region are

*Environmental Education; Eskimos; Foreign Countries; *Global Education; Instructional Materials; Metaphors; Recycling; Technological Literacy; Virtual Reality; Visual Arts
IDENTIFIERS- British Columbia; *Canada

This theme issue focuses on topics related to global issues. (1) "Recycling for Art Projects" (Wendy Stephenson) gives an argument for recycling in the art classroom; (2) "Winds of Change: Tradition and Innovation in Circumpolar Art" (Bill Zuk and Robert Dalton) includes profiles of Alaskan Yupik artist, Larry Beck, who creates art from recycled items, and Inuit artist, Alootook Ipellie; (3) "Honouring the Environment through Art" (Sharon McCoubrey) makes connections between art and environmental concerns and offers suggestions for classroom related projects; (4) "The Electronic Environment: A Revolution in Image Production and Consumption" (Don Bergland) describes some specific technologies including the man made environment, virtual reality; and (5) "Diamonds are Forever: The Use of Metaphorical Art to Help Students Develop an Environmental Ethic" (Gloria Snively Corisglia) provides sample lessons of metaphor used to integrate environmental studies and art education. (MM)

ED 404 223 SO 025 607

Katter, Eldon, Ed.
Tradition and Innovation.
PUB DATE- Apr 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Art Appreciation; Art Criticism; *Art Education; Artists; Computer Graphics; *Cultural Awareness; Elementary Secondary Education; Folk Culture; *Innovation; Instructional Materials; Multicultural Education; Visual Arts
IDENTIFIERS- *Hardin (Helen)

"The articles in this issue were selected because, in one way or another, they all touched on the notion of tradition and innovation." Storytelling and tribal dances are examples of past, traditional methods of passing cultural knowledge from elders to youth. Contemporary youth have replaced tradtional rites of passage with their own inventions and codes. This innovation is a basic human function, creating structure for individual and social life. Articles in this publication offer activities and ideas for teaching discipline-based domain skills and creative thinking skills using tradtion and innovation as focal subject. A sample of articles includes: "Rites of Passage: Then and Now", and "Focus: Navajo Tradition and Change: Love of the Land" (Mary Stokrocki); "New Technologies: Innovation and Tradition: Computers & Weaving" (Kenneth R. O'Connell); "Personal Shields" (Kaye Passmore); "Making Memories Monitos Style" (Sharon Meek); and "Kachina Dolls" (Patricia Vining). The art of Helen Hardin is featured in a pull-out centerfold print. Related articles include "Helen Hardin: Seeing with a Multicultural Perspective" (Nancy Wallach) and "Looking and Learning: Changing Traditions and the Search for Innovation: Helen Hardin" (Mary Stokrocki). Gallery Cards present images and accompanying information on "Narrative Myths." A reproducible "Handout: A Nontraditional Game" also is matter; and (5) experience how caring and commitment build community. The objective of "Liberty and Justice" is for children to explore the concept of liberty and justice for all. The guide contains a 15-item bibliography. (LAP)

ED 404 246 SO 026 538

Fier, Harriet, Ed.; And Others
Parents, Teachers and Community: Working Together. User's Guide for K-8 Educators and Parents. My America: Building a Democracy Series.
PUB DATE- 95
NOTE- 7p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Community Development; Community Role; Democracy; Elementary Education; Parent Participation; School Community Programs; Social History; *Social Studies; United States History; Voting

The educational objective of this user's guide is to provide parents, teachers, and administrators with a resource to catalyze a wide range of partnerships and projects. Schools work best when everyone is actively involved so as to demonstrate democracy first hand. This program is designed to promote the democratic process of active citizenship in a multicultural society, build skills in communication, recognize the importance of voting, and experience how to build a community through caring and commitment. Suggestions are made for using the videotape "Parents, Teachers and Community: Working Together." Activities to bring people together before viewing the videotape and after viewing the videotape are suggested. Contains an 11-item bibliography. (JAG)

ED 404 247 SO 026 539

Fier, Harriet, Ed.; And Others
What Is a Flag? User Guide for Grades K-6. My America: Building a Democracy Series.
PUB DATE- 94
NOTE- 9p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Critical Thinking; Democracy; Elementary Education; Intermediate Grades; Social History; *Social Studies; United States History
IDENTIFIERS- *Flags

This user guide helps students understand the story of the U.S. flag and the meaning of the stars, stripes, and colors. The focus is on students learning about flags, drawing individual state flags, and researching the meaning behind them; studying other countries flags; discussing the United Nations flag; researching and discussing the history of the U.S. flag and why

Drama and Music: Creative Activities for Young Children.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Activities; *Creative Dramatics; Creative Expression; *Dramatic Play; Early Childhood Education; Educational Games; Improvisation; Instructional Materials; *Music; *Music Activities; Music Education; Pantomime

This book presents sequentially ordered activities designed to foster young children's native creativity. The book is organized in three parts. Part 1: "Unleashing Your Creative Potential," introduces the types of activities found in the body of the book and provides teaching suggestions. Part 2: "Activities, Activities, Activities," gives a collection of creative activities beginning with foundational experiences and progressing to more complex creative exercises. These activities include: (1) Name Games; (2) Finger Plays; (3) Nursery Rhymes and Chants; (4) Noisy Stories; (5) Scavenger Hunts; (6) Body Sounds; (7) Vocal Sounds; (8) Found Sounds; (9) Rhythm Instrument Activities; (10) Orchestrations; (11) Sound Journals; (12) Songs; (13) Concentration Game; (14) Musical Puzzles, Questions and Answers; (15) Movement; (16) Body Sculptures and Living Pictures; (17) Creative Movement; (18) Pantomime; (19) Quieting Activities; (20) Sequence Games; (21) Circle Games; (22) Characterization; (23) Improvisation in Music; (24) Improvisation in Drama; (25) Story Creation; (26) Accompaniment; (27) Choral Reading; (28) Listening; and (29) Story Dramatization. Part 3: "Furthering Your Creative Potential," offers suggestions for extending the activities and researching further resources in order to enhance creative lessons. Appendices include "Suggested Stories"; "Suggested Poetry Collection"; and "Music Resources." The book concludes with lyrics scores for 18 chants and songs. (MM)

ED 404 271 SO 027 478

Caballero, Jane A.
Art Projects for Young Children.
PUB DATE- 90
NOTE- 146p.; Art Director/Designer: Susan Fritts; Mechanical Artist: Trudy Miller.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Creative Activities; *Creative Expression; Elementary Education; Instructional Materials; Preschool Education; Visual Arts

This handbook, designed for use with preschool and elementary age children, is based on the premise that the focus of the art program should be upon encouraging children to create art as a way of expressing feelings and communicating ideas. The value of art activities for young children lies in the process of creation rather than in the finished product. Artistic development can be observed easily as children progress through the scribbling, preschematic, schematic, and gang stages of representation. The projects suggested in this handbook encourage media experimentation and practice that stimulates creative thinking, enhances basic skill development, and provides foundations for learning art concepts. The activities are grouped in 10 chapters as follows: Drawing, Painting, Cut evaluating effectiveness of modifications. Constructive feedback is relevant, immediate, factual, helpful, confidential, respectful, tailored, and encouraging. Exhibits provide two diagrams: a decision-making model for teaching and learning, and a systematic feedback process. (LL)

ED 404 292 SP 034 963

Mitter, Wolfgang, Ed.; Schafer, Ulrich, Ed.
Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
PUB DATE- 93
NOTE- 225p.
LANGUAGE- English; German
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Comparative Education; *Democratic Values; *Educational Change; Educational Policy; *Educational Practices; *Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Multicultural Education; Teacher Education
IDENTIFIERS- Africa; Asia; European Community; Germany; *Reform Efforts

These conference papers report on interim outcomes of investigations conducted at the German Institute for International Educational Research. An opening address, "Education, Democracy and Development in a Period of Revolutionary Change" (Wolfgang Mitter), is followed by four sets of papers. The first set, "European Community," includes "European Dimension, Multiculturalism, and Teacher Training--Experience in a Network of Training Institutions" (Christoph Kodron) and "Democratic Legitimation and the Educational Policy of the European Community" (Ulrich Schaffer). Next, "Post-Communist Societies" presents "School Development in the East German Federal States and the European Context" (Hans Dobert); "Upheavals in Hungarian Education" (Martas Gutsche); "First Projects of Functional Literacy in the New Federal States of Germany" (Gerhard Huck); "Comparative Education between Ideology and Science on the Self-Concept and the Evolution of the Discipline in the GDR" (Bernd John); and "Global Changes and the Context of Education, Democracy and Development in Eastern Europe" (Botho von Kopp). The third section, "Asia and Africa," offers "Inspiring Achievements and Hard Tasks Ahead: A Study on the Recent Development of Literacy Education in the People's Republic of China" (Fu Li); "UNESCO's Environmental Education Efforts in the Tanzanian Context" (Gerhard Huck); and "The Japanese University in a Changing Context: More Market or More Regulation?" (Botho von Kopp). Finally, "Research Projects in Progress" contains the papers: "School as a Place of Socialization and Learning--an International Comparison on School Reality: Description of the Project" (Peter Dobrich); "Intra-national Comparson of Instructional Time, Time in School, and School-related Time in Bavaria, Hamburg and Hesse" (Wolfgang Huck); "Time for School--Initial Results from an International Comparison" (Wolfgang Huck); "Immigrant Children and Special Education: The Situation in Germany" (Andrea Mertens, Dirk Randoll); "Effects of Mainstreaming in Schools: Results from Empirical Studies in Two European Countries" (Dirk Randoll); and "Recent Trends in All-day Schooling and Child Care in Some European Countries" (Gerlind Schmidt). (LL)

ED 403 857 HE 029 938

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
PUB DATE- 7 Jan 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Access to Education; Budgets; Community Colleges; *Educational Finance; Financial Support; Grants; Higher Education; *Labor Force Development; *Operating Expenses; Paying for College; Public Colleges; School Support; *State Aid; State Departments of Education; State Programs; State Universities; Statewide Planning; Technology Transfer; Undergraduate Study
IDENTIFIERS- *Illinois; Illinois Mathematics and Science Academy; Illinois Student Assistance Commission

This report summarizes staff recommendations of the Illinois Board of Higher Education concerning budget recommendations for higher education operations and grants for fiscal year 1998. The report also includes recommendations for state appropriated revolving funds, locally held university income funds, and other appropriated funds. Specific components of the fiscal year recommendations, which total $2,075.9 million, or 6.1 percent over 1997 appropriations, address the following needs: preparing Illinois' workforce; promoting health and human services; strengthening the quality of undergraduate education; enhancing use of technology; improving student access and affordability; addressing deferred maintenance; and strengthening the institutional academic base. In separate sections of text and data tables, the report details plans for the public universities; community colleges; and the Illinois Student Assistance Commission. Also recommended are grant programs for nonpublic institutions, for health education, and various institutional grants. Specific recommendations also consider the Illinois Mathematics and Science Academy, the State Universities Civil Service System, the Board of Higher Education, and the State Universities Retirement System. Five appendix tables provide related higher education data, including general funds expenditures by sector and for fiscal years 1970 to 1997; comparisons of weighted average tuition and fees with economic indicators; annual tuition rates by student level; and a credit hour cost study. (CH)

ED 403 858 HE 029 939

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
PUB DATE- 4 Mar 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Access to Education; Asian Americans; Black Students; Community Colleges; Cooperative Education; *Educational Finance; Ethnic Groups; Financial Support; Higher Education; National Surveys; *Partnerships in Education; Private Colleges; School Business Relationship; State Aid; State Departments of Education; *State Programs; *Student Financial Aid; *Student Participation; Two Year Colleges; White Students; *Work Study Programs

academic content standards, and state student performance standards while assisting in the effective restructuring of education in Wisconsin public schools. The document is divided into eight sections: Introduction; Study Methodology; State Technology Planning; Local Technology Planning; Funding Issues and Strategies; Legislation; Recommendations/Implications; and Appendices. State technology planning is emphasized in the document and covers the following topics: (1) statewide communications network design principles; (2) curriculum and assessment; (3) instructional technology; (4) professional development; (5) equity, access, and use; (6) educational accountability and reporting system design; (7) learning environments; (8) technology standards, procurement, and maintenance; (9) staffing and organizational structures; (10) policy, regulations, and guidelines; and (11) monitoring and evaluation. (Contains 57 references.) (SWC)

ED 403 876 IR 018 231

Mingle, James R.; And Others
Access to Information Technology: A Statewide Vision for Colorado.
PUB DATE- Jun 96
NOTE- 34p.; Report presented at the Colorado Commission on Higher Education (CCHE) Special Meeting on Educational Technology (Aspen, CO, June 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Networks; *Computer Uses in Education; Costs; Curriculum Development; Distance Education; Educational Finance; *Educational Objectives; Educational Planning; Educational Quality; *Educational Technology; Elementary Secondary Education; Fees; Futures (of Society); Grants; Higher Education; Information Technology; Professional Continuing Education; Staff Development; *Statewide Planning; Teacher Attitudes
IDENTIFIERS- Access to Computers; *Colorado; Telecommunications Infrastructure

Access to information technology is rapidly becoming the benchmark by which quality in higher education is judged. The use of information technology for both on-campus instruction and distance learning is nowhere near reaching its full potential in Colorado. This report provides a statewide vision for the incorporation of information technology into the fabric of the teaching, learning, research, and service agendas of Colorado institutions. Necessary components include: a statewide infrastructure connecting Colorado institutions and communities to world-wide computing networks; a campus network and student support services that facilitate learning whether on or off-campus; a curriculum that incorporates the best in instructional tools and software; a committed faculty who incorporate technology into their teaching, research, and service; and access to a computer for each student. The report provides specific recommendations on the following topics: (1) student access to computing and information resources; (2) faculty and curriculum development; (3) technology fees; (4) state financing of technology based instruction; (5) capital funding; (6) state incentive grants; (7) cost and productivity issues of information technologies; (8) K-12 connections with higher education; (9) workforce preparation and continuing professional education; (10) role and mission issues; (11) private college involvement; and (12) legislative perspectives. An appendix describes the project methodology. (SWC) web site which represents all areas of the CLU community. The Internet Task Force implemented general computing policies, standardized University home page design, selected and installed hardware and software, developed web publishing policies for community members, and provided training design and delivery. The main goals of CLUnet are to enhance the on-campus learning, research and communication environment at the University, and to present CLU in a favorable light for world-wide marketing purposes. The web server has changed the way users do research, learn about campus events and activities, review the undergraduate and graduate catalogs, and communicate with each other. Careful attention to design and implementation have contributed to CLUnet's success. (Author/SWC)

ED 403 894 IR 056 267

Broidy, Ellen; And Others
Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
PUB DATE- 96
NOTE- 12p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Electronic Libraries; Internet; *Library Cooperation; *Library Development; Library Personnel; Reference Services; *Screen Design (Computers); Standards; *Teamwork; *World Wide Web
IDENTIFIERS- Cyberspace; *University of California Irvine; *Web Sites

Working in a cooperative team environment across libraries and job classifications, librarians and support staff at the University of California at Irvine (UCI) have mounted several successful web projects, including two versions of the Libraries' home page, a virtual reference collection, and Science Library "ANTswer Machine." UCI's team-based structure, stressing shared responsibility and authority, makes its approach to these projects novel. Intended for librarians and other library staff involved in creating, designing, and/or maintaining library web sites, this paper offers insights into both the intellectual and technical processes that continue to inform the design and implementation of the UCI Libraries' presence in cyberspace. The following issues were discussed by three panel members: (1) "Background: The Who, What, Why of the Teams," the context within which project deliberations and decisions were made (Kathryn Kjaer); (2) "Campus Climate and Web Redesign," the academic, social, and political factors that informed the home page design (Ellen Broidy); (3) "Operationalizing: Look, Criteria, Standards," the relationship between content and design (Christina Woo); and (4) "Conclusion: Where to From Here?," a brief overview of new projects and opportunities, examining how they fit into ongoing initiatives and how new directions force reconsideration of

PUB DATE- Nov 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Community Services; *Information Technology; Library Automation; Library Cooperation; Library Extension; Library Facilities; Library Planning; Library Role; *Library Services; *Public Libraries; Users (Information)
IDENTIFIERS- Partnerships in Library Services

The Council on Library Resources, which for many years has identified library issues and developed new approaches to library operations, is interested in addressing the challenges public libraries face in an era of information revolution. Through a grant from the W. K. Kellogg Foundation, the Council has established a program to study innovation in the use of information technology by public libraries to serve local communities. The Council conducted site visits and interviews with library administrators, staff, and patrons at 12 public libraries across the country. The Council prepared case studies which discuss: serving the local community, the need for vision, common values, evolving roles, the challenge of partnerships, libraries and community-based information networks, staffing and training, and the need for buildings and space. The following libraries were studied: (1) Brooklyn Public Library, Brooklyn, New York; (2) Broward County Library, Fort Lauderdale, Florida; (3) Camden County Library, Voorhees, New Jersey; (4) Cedar Falls Public Library, Cedar Falls, Iowa; (5) Public Library of Charlotte and Mecklenburg County, Charlotte, North Carolina; (6) Jefferson-Madison Regional Library, Charlottesville, Virginia; (7) Cleveland Public Library, Cleveland, Ohio; (8) Georgetown County Library, Georgetown, South Carolina; (9) Livingston County Library, Chillicothe, Missouri; (10) Mid-Peninsula Library Cooperative, Iron Mountain, Michigan; (11) Carnegie Library of Pittsburgh, Pittsburgh, Pennsylvania; and (12) Seattle Public Library, Seattle, Washington. Appendices include a letter sent to public libraries, selected library statistics, and related resources. (Author/SWC)

ED 403 913 IR 056 290

White, Dorothy J., Ed.
Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
PUB DATE- 96
NOTE- 270p.; For the 1995 manual, see ED 380 140.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; Childrens Art; Childrens Games; *Educational Games; Elementary Education; Elementary School Students; Handicrafts; Kindergarten; Kindergarten Children; *Learning Activities; *Library Services; Olympic Games; Poetry; Preschool Children; Preschool Education; Publicity; *Reading Programs; Songs; Story Telling; *Summer Programs; Toddlers
IDENTIFIERS- Clip Art; *Louisiana

A manual for the 1996 Louisiana Summer Reading Program is presented in five sections with an Olympic and sports-related theme and illustrations. An evaluation form, a 1996 monthly calendar, and clip art images are provided. The first section covers promotion and publicity, and contains facts about the

Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; Communications; *Community Colleges; *Cultural Pluralism; Curriculum Development; *Ethnic Studies; History Instruction; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; United States History; United States Literature
IDENTIFIERS- City University of New York Bronx Community Coll

In 1996, New York's Bronx Community College (BCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The BCC action plan was drafted to improve both the core curriculum and the college's teaching and learning about American pluralism and identity. The plan addressed a perceived lack in cohesion in the Liberal Arts curriculum and the need to provide more rigorous experiences in academic courses. Additionally, candidates for Liberal Arts associate's degrees are now required to take at least two "enhanced" courses, which provide additional educational experiences and stress writing and creative thinking. Communications, English Literature, and History are the disciplines that agreed to develop exercises on the common theme. Communications students read articles about nonverbal communication in various cultures and discussed their stresses resulting from their own multiple cultural memberships. English students read American poetry on the concerns of varied ethnic groups and discussed how individuals and groups interact. History students were assigned readings on assimilation and ethnic adaptation and were asked what it is that Americans do or should have in common. Because of the excellent institutional support, there have been virtually no obstacles. (HAA)

ED 403 930 JC 970 093

Butler County Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; Course Descriptions; *Cultural Pluralism; Culture; Curriculum Development; *Ethnic Studies; History Instruction; Identification; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Butler County Community College PA

In 1996, Butler County Community College (Pennsylvania) participated in the American Association of Community Colleges' Exploring America's Communities, which works to strengthen the teaching and learning of American history, literature, and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Community Colleges; *Cultural Pluralism; Discussion; *Hispanic American Culture; *Library Materials; *Multicultural Education; Program Descriptions; Two Year Colleges; United States Literature
IDENTIFIERS- Lee College TX

In 1996, Texas's Lee College (LC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. LC's goal for the project has been to enhance the faculty's ability to fulfill its mission. The team's focus was on broadening the cultural understanding of the faculty so that they would incorporate additional materials into their courses. Specifically, the program would highlight the cultural heritage of the Mexican-American students. As a result of the team's efforts and work with their mentor, LC plans to make a significant change in the academic preparation of future LC graduates entering the health care occupations. This program, which would combine language, history, and cultural studies to provide future health care workers with a background in Hispanic culture, still must be approved by the state and accrediting agencies. Other accomplishments include the compilation of a bibliography of materials relating to multicultural perspectives on the notion of "death" and the improvement in the college's library materials. The program's greatest obstacle was the limited amount of faculty time available for participation. Remaining tasks include creating a symposium and programs on Mexican-American culture, adding medical cultural practices of the Texas border region to a Spanish class, and increasing library holdings. (HAA)

ED 403 947 JC 970 110

University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; *Cultural Pluralism; Discussion; Multicultural Education; Program Descriptions; *Seminars; Two Year Colleges; *United States History
IDENTIFIERS- University of Hawaii Leeward Community College

In 1996, Leeward Community College (Hawaii) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. Working as a team, faculty members examined the multi-cultural groups in the local communities by expanding the curriculum in two existing core courses: an American History course and an American Studies course. Videotaped co-curricular panel presentations and activities by community leaders and locally available experts supplemented perspectives

Faculty Workload Report, Fall 1996.
PUB DATE- Jan 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Faculty Workload; *Full Time Faculty; Higher Education; National Surveys; Public Service; Scholarship; *School Policy; State Surveys; Teacher Student Ratio; *Teaching Load; Two Year Colleges; Universities
IDENTIFIERS- *University and Community College System of Nevada

In fall 1996, the University and Community College System of Nevada (UCCSN) undertook a study of the workload of full-time instructional faculty employed during the semester. Surveys were sent to 1,479.3 full-time equivalent faculty requesting information on the average amount of time per week devoted to teaching, research, and service activities. Survey findings, based on responses from 99.2% of the faculty, included the following: (1) community college faculty reported spending 77% of their work week on instructional activities, compared to 56% for university faculty; (2) on average, community college faculty taught 4.8 courses, averaged 13.8 credit hours and 15.7 formal contact hours, and taught approximately 96 students per week; (3) on average, university faculty taught 3.4 courses, averaged 9.6 credit hours and 8.5 formal contact hours, and taught approximately 69 students per week; (4) community college faculty spent 9.7% of their time on research and scholarship, compared to 25.4% for university faculty; (5) community college faculty spent 13.5% of their time on service activities, while university faculty spent 18.8%; and (6) 75.6% of community college and 60.1% of university faculty met or exceeded institutional expectations in terms of instructional loads carried. Data tables are appended. (HAA)

ED 403 964 JC 970 144

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
PUB DATE- 97
NOTE- 21p.; For a related planning report for 1997-2001, see JC 970 145.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Budgets; College Planning; Community Colleges; Cooperative Programs; Cost Effectiveness; Educational Improvement; *Educational Quality; Higher Education; *Organizational Objectives; *Partnerships in Education; Program Descriptions; Research and Development; *Statewide Planning; *Student Costs; Two Year Colleges; Universities
IDENTIFIERS- *University and Community College System of Nevada

This report describes the strategic directions and accomplishments of the University and Community College System of Nevada (UCCSN) for 1995-97. First, the System's Board of Regents are described and strategic directions identified by the Regents in April 1996 are reviewed. Funding and goals for the 1995-97 biennium are then discussed, indicating that the 2-year budget totaled $604.2 million. Accomplishments for the period are then described for the following key goal areas: (1) ensuring that higher education in the state is a good value, IDENTIFIERS- *Minnesota; State Legislatures; *State Policy

This report summarizes the work of Minnesota's Legislative Commission on Children, Youth, and Their Families (LCCYF). The commission was established in 1991 to study state policy and legislation affecting children and their families, and to make recommendations to promote the present and future well-being of these groups. The report begins with an introduction, a vision statement, and background information on the commission. The next section presents highlights of LCCYF's work in 1994; it is followed by a narrative of LCCYF activities in 1994, including: coordination efforts; legislative improvements; consolidation of services; delivery of services; improving educational, social, and health care services; improving the practices of judicial, correctional, and social service agencies; delivery of funding; and evaluation of the need for a new cabinet level agency. This section is followed by a summary section of activities in the previous years of 1991-93. The final section, and bulk of the report, consists of eight appendixes which address: (1) the Commission Data Practices Bill; (2) excerpts of the Omnibus Data Practices Bill; (3) agendas of 1994 meetings; (4) tour schedules of family services collaboratives; (5) an executive summary of public hearings; (6) a draft of the Family Impact Checklist devised by LCCYF; (7) news articles on the commission's tours; and (8) news articles on an Inmate Survey report. (SD)

ED 403 982　　　　PS 024 173

Gonzalez, Raquel-Amaya Martinez
Family-School Cooperation through Action-Research.
PUB DATE- May 95
NOTE- 7p.; Paper presented at the International Congress of the AIFREF (Porto, Portugal, May 1-3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; *Educational Policy; Elementary Secondary Education; Foreign Countries; Parent Empowerment; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Partnerships in Education; School Surveys
IDENTIFIERS- Adult Child Relationship; Developmentally Appropriate Programs; Spain

The involvement of parents in schools has been legislated in Spain since 1970, with the main activities being parents associations and school councils, but these partnerships do not represent a particularly friendly situation. A research project was carried out through the University of Oviedo, Spain, Department of Education, to create a mechanism for the exchange of ideas about parent-teacher partnership and education, including assessment of the school's cooperation needs. The setting was a well-organized school open to innovative programs, with good cooperation between parents and teachers, located in Gijon, Spain. The results based on the original objectives of the study, were achieved by means of a permanent school-based seminar with parents, teachers, children and a university coordinator to exchange ideas about parent-teacher partnerships and cooperation. Contributions of the project to the school were high, with a more positive attitude between parents and teachers and increased activities involving the community as major indicators. However, the project had a few limitations, mostly the dependence on the university facilitator and doubts as to the long-term effects to the

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
PUB DATE- Dec 96
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Children; *Family (Sociological Unit); Foreign Countries; Information Dissemination; *Internet; *Online Systems; *World Wide Web
IDENTIFIERS- Canada; Family Support

To keep pace with ever changing families, the staff of the "Transitions" newsletter has been exploring the Internet for on-line family resources. This issue of "Transition," in French and English language editions, looks as how families and those interested in family issues can best use this new technology. Feature articles are: (1) "Gateways to a World of Family Information," on how families can find contacts, entertainment, information and friends on the Internet; (2) "Web of Deception," on Internet privacy and security concerns for children; (3) "Balancing Work and Family"; (4) "Families Online," on a child care Web site and networking contacts; (5) "Individual and Public Safety in a Changing Society," on the Canada Safety Council, which has put together statistics and commentaries on youth crime and justice; and (6) "Online with VIF," with instructions on how to access the Vanier Institute of the Family Website. (WJC)

ED 404 000 PS 024 935

Thomas, Nancy G., Ed.
Social Policy Report, 1995.
PUB DATE- 95
NOTE- 61p.; For 1993 reports, see ED 394 658. For 1994 reports, see ED 395 663.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Child Development Specialists; Childrens Rights; *Family Violence; *Higher Education; One Parent Family; *Poverty; Social Support Groups; Young Children
IDENTIFIERS- *United Nations Convention on Rights of the Child; *Witnesses to Violence

These three newsletter issues present scholarly developmental research results pertaining to social and public policies that affect children. The first 1995 issue, "Escaping Poverty: The Promise of Higher Education" (Erika Kates), discusses results of a study that explored the ways in which institutions of higher education provide a supportive environment for students who are low-income single mothers. The discussion focuses on how colleges encourage access within the context of state public welfare policies and Job Opportunities and Basic Skills (JOBS) programs. This report contains 79 references. The second issue, "The U.N. Convention on the Rights of the Child: Its Relevance for Social Scientists" (Susan P. Limber and Malfrid Grude Flekkoy), provides an in-depth introduction to the Convention and highlights its challenges to child development professionals. This report contains 33 references. The third issue, "Children Who Witness Domestic Violence: The Invisible Victims" (Joy D. Osofsky), focuses on the short- and long-term effects on children of homes characterized by domestic violence, whether or not the children themselves are targets of

Disadvantaged; Family Needs; Family Problems; *Family Programs; Government Role; Leadership; Minority Groups; One Parent Family; Poverty; Public Policy; *Social Services
IDENTIFIERS- Family Advocacy; *Family Support; Resilience (Personality); Social Movements; Strategy Choice

Why, despite society's common understanding of the problems of children, have individuals failed to act decisively and powerfully to bring them security and hope? This report, which includes articles excerpted and adapted from presentations and discussions at a 1996 symposium, addresses this question. After an introduction by Rosalynn Carter, the first article (Charles Bruner) presents the symposium's vision for children, families, and neighborhoods that requires new forms of family supportive front-line practice; reconstructing public systems to embrace new principles; building social capital through collective action; and creating economic opportunity and hope. The second article (John Gates) suggests that "resiliency"--as a concept and goal--may be the easy-to-understand rubric needed to bring programs for children and families to scale. The third article (Frank Farrow) makes the case for neighborhood networks of family support, based on the premise that conditions will not improve for many families unless they receive the help they need closer to home. The fourth article (Bob Friedman) notes the need for "leadership teams," people who can transcend an individual vision and work together over the long term to create and sustain meaningful change. The report concludes with a summary of group discussion at the symposium, particularly the need for cultural sensitivity, and of "next steps" in implementing the symposium's vision. Contains a list of symposium participants and sponsors. (EV)

ED 404 018 PS 025 016

Hanson, Robert
Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Cognitive Processes; *Cognitive Style; Cultural Differences; Elementary Secondary Education; Extraversion Introversion; Individual Differences; Learning Activities; Learning Processes; *Learning Strategies; *Student Characteristics; Student Evaluation; Student Needs; Teaching Methods
IDENTIFIERS- Learning Environment

Students have diverse learning styles, and the challenge to educators is in designing a balanced curriculum across all styles, teaching essential content through a rich repertoire of instructional strategies. This short guide presents information essential to individualized teaching for diverse learning styles. The guide begins with an explanation of learning styles and profiles, including the four basic styles: (1) sensing-thinking; (2) sensing-feeling; (3) intuitive-thinking; (4) intuitive-feeling. The guide then describes the two dominant attitudes toward information processing--extroversion and

Using reading and writing to learn, inquire, construct, and examine ideas across the curriculum is central to an integrated curriculum. Too many middle school students do not view writing as a communication process that permeates the curriculum, nor reading as an active, constructivist process whereby various perspectives can be examined and debated. Noting that the challenge in developing integrated curricula is for teachers to relinquish ownership of content areas in order to create a whole curriculum, this book examines the issues inherent in creating an integrated curriculum in the middle school setting. The three parts, each with its own introduction, deal with the "whys" and "whats" of integrative learning, the specifics of such learning, and the building blocks of integrative learning. The articles in the book are: (1) "An Integrated Curriculum Supports Young Adolescent Development" (Edward Brazee); (2) "Myths, Politics, and Meaning in Curriculum Integration" (James Beane); (3) "Facilitating Curriculum Integration: The Principal's Role" (Norm Higgs and others); (4) "Teachers and Students Taking Charge of Curricular Change" (C. Victoria Faircloth); (5) "The Human Element: Teaming" (Timothy Hillmer); (6) "Thinking, Wondering, and Imagining: An Authentic Research Process in Action" (Janice V. Kristo and Betty Robinson); (7) "Student and Teacher Co-Created Integrated Curriculum" (P. Elizabeth Pate and others); (8) "Using Literature to Inquire and Learn" (Yvonne Siu-Runyan); (9) "Helping Students Construct Big Understandings" (Debbie Powell and Dick Needham); (10) "Service Learning and Middle School Students: The Perfect Fit" (Elaine Andrus); and (11) "Selected Resources for Designing, Implementing, and Assessing Integrated Curriculum at the Middle Level" (Barbara L. Whinery and John H. Swain). Most of the articles contain references. (HTH)

ED 404 037   PS 025 099

Kesner, John E.
Effects of Teacher Attachment History on Teacher-Child Relationships.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Caregiver Child Relationship; Child Development; Dependency (Personality); Early Experience; Higher Education; Parent Child Relationship; Preschool Education; Social Development; Teacher Influence; Teacher Response; *Teacher Student Relationship
IDENTIFIERS- Security of Attachment

Attachment theory posits that intimate relationships (especially during early childhood) have an influence on future social functioning. Children construct an "internal working model" of a relationship which is influenced by the nature and quality of primary attachment relationships. This model then serves as a foundation for future relationships. This study explored the influence of teachers' attachment history on the type of attachment relationships they develop with children in their class. Subjects were 31 graduate-level student teachers and 51 preschool-age children. Teachers completed the self-report Attachment History Questionnaire, and after field placement with the children, completed the Student-Teacher Relationship Scales. Results provided some evidence of a relationship between a teacher's childhood attachment experiences and the quality of relationships that develop between teacher and child. Essentially, these data suggested that those teachers achievement. Elements of the ASP model include development of long-term changes through formal collaborative processes of the School-as-a-Whole (SAW); major principles of unity of purpose, empowerment with responsibility, and building on strengths; and small creative experiments by teachers that change the school environment and create powerful learning experiences. In May 1993, the school staff and the school/community-based management council voted to embrace the ASP philosophy. Two individuals who attended ASP training at Stanford University then mentored and trained various school-community role groups in 10 inservice sessions. SAW conducted surveys to take stock of where the school was, formulated a vision, developed priorities for school improvement, and began an inquiry process to clarify school goals and concerns. This report describes 11 SAW meetings and 5 days of inservice training held during 1993-94, lists members of vision and taking-stock committees, lists items from surveys conducted, and describes the Hoike Vision Celebration conducted in May 1994. (SV)

ED 404 055 RC 020 495

Ogilvie, Bruce C.
Psychological Factors in Wilderness Rescue.
PUB DATE- 86
NOTE- 23p.; Excerpted from a presentation at the Wilderness Medicine Symposium (Jackson, WY, 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; *Caregiver Role; Defense Mechanisms; *Emergency Squad Personnel; Emotional Disturbances; Emotional Experience; *Emotional Response; Leadership Qualities; Natural Disasters; *Posttraumatic Stress Disorder; *Psychological Patterns; *Rescue; Training; Wilderness
IDENTIFIERS- Outdoor Leadership

This presentation provides wilderness rescue workers with an overview of the psychological reactions of victims of accidents and natural disasters and suggested responses for rescuers and caregivers. A personal account of rescue and death in a drowning accident illustrates how the rescuer can also be traumatized by such an incident and may suffer posttraumatic stress syndrome for years afterward. A review of a study of Othello, Washington, after the Mount St. Helen's eruption summarizes social and psychological effects of disaster on personal and family functioning. Typical progressive responses and defense mechanisms during extreme stress are described: the alarm reaction; mobilization of an individual's resources; and four stages of overload and decompensation, ending in terminal response or exhaustion and possible loss of contact with reality. The psychodynamic features of four patterns of decompensation and reintegration are described, which parallel stages in the grieving process. Guidelines are offered to help rescuers and caregivers contribute to the victim's reintegration process while safeguarding their own mental health. The qualities and personality structure of the wilderness leader or rescue crew leader are very important to this process. Education and training time in rescue planning should focus on rehearsals of a broad range of actual rescue situations, and should include the opportunity for rescue team

This paper outlines purposes of program evaluation and provides practical information to help individuals from a wide spectrum of backgrounds use evaluation to move their program ahead in a purposeful manner. Wisely moving ahead requires an assessment of an organization's past and present as well as an examination of its assumptions about the future. A program evaluation can address these areas and inform planning. Defined as the systematic "formal" assessment of a program's quality and effectiveness, evaluation should both point out program weaknesses and highlight strengths. Determining and communicating the main purpose of a program review is essential to evaluation effectiveness. Some purposes for a program review are categorized under accountability, program improvement, and information dissemination. Various models outline the large scale methods of program evaluation. Smaller scale methods, or data gathering tools, are listed. The outcome of any review is affected, not only by its purpose, but also by who conducts the review and who the intended consumers are. Potential roadblocks and problems are identified and listed, and a sample timeline is provided. Terms of reference are data gathering guidelines that provide agreed-upon parameters for the review process. A sample set of terms of reference drawn from a school's outdoor physical education program covers program dimensions, planning, balance, instructional strategies, student evaluation, intramural activities, professional development, and work environment. Eight program review tips and strategies are provided. (SV)

ED 404 073 RC 020 913

Borton, Alex; Nielsen, Gary
Outdoor Program Management Concepts for the 90's.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Programs; *College Students; Group Unity; Higher Education; *Outdoor Education; *Personnel Management; Self Evaluation (Individuals); *Staff Development; Training; Volunteers; Work Environment

College outdoor professionals are often simultaneously administrators, educators, and managers of student leaders. The manager role may be lost in the shadow of the others, yet can be the most powerful in creating a successful outdoor program. This paper reviews some relevant management principles gleaned from the business world and suggests ways to put them into practice. A quality college program must have quality training for its student instructors. Thorough training ensures that staff can be independent and do not need to be told how to do their jobs. Feedback can be used to both train and manage outdoor leaders and can be a powerful motivator. In addition to good training, student instructors must be given the tools they need to do the job well. These tools can include short printed curriculum guidelines and tips for effective teaching, course checklists of things to do, a policies and procedures manual, and a goal-setting session prior to beginning new student-developed projects. Other strategies for personnel management accident reports have been published in books, journals, and newsletters. A sample case study of a kayaking fatality is presented and analyzed, and 23 whitewater accidents that occurred in 1995 are listed. These accidents indicate a continuing trend: both commercial and noncommercial programs are running more difficult rivers while the physical ability, experience, and fitness of rafting clients have been declining. (Author/SV)

ED 404 090 RC 020 932

Pizarro, Marc
Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Capitalism; *College Students; Elementary Secondary Education; Higher Education; Mexican American Education; *Resistance (Psychology); *School Culture; *Student Empowerment; Student Organizations; *Student Reaction
IDENTIFIERS- *Chicanos; Chicano Studies; *Spirituality

This paper critiques the consumerization of schooling and knowledge, then looks at the ways in which Chicano students have lashed out against consumption in their education. From early childhood education to the university, U.S. schooling is ensconced in the capitalist notion of the marketplace. Within the marketplace of schools, the curriculum is composed solely of items for student consumption. The emphasis on student as consumer produces a dehumanizing education that does not give students the opportunity to understand aspects of their humanity, such as spirituality. The response of some Chicano students to this education was revealed by examination of annual conferences of MEChA (El Movimiento Estudiantil Chicano de Aztlan)--a Chicano student political organization--which show a dramatic shift in interest toward spirituality and indigenous roots. These students have turned inward and are looking to their own history and culture for a means of redefining notions of education and success. They have integrated spirituality into their education in an effort both to gain a stronger sense of humanity and to move towards a place where they can empower their communities and help other Chicanos. Lessons learned from Chicano students can be applied to the university itself. In particular, Chicano studies is a perfect location in which to develop a spiritualized grounding to intellectual inquiry, redefine notions of success, and allow space for creativity in the learning process. By this means, the academy can contest its own consumerization and empower students. (Author/SV)

ED 404 091 RC 020 933

Francis, Lee, Ed.; Bruchac, James, Ed.
Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 96

identified as more appropriately measured by traditional methods; concepts, problem solving, and reasoning by alternative methods. No significant difference in the level of confidence in the information from traditional versus alternative assessment methods was found, but alternative formats were more difficult to use. Results led to recommendations such as: (1) include alternative assessment instruments with mathematics textbooks; (2) provide more manipulative materials and inservice training to teachers; (3) train teachers to use and understand analytic and focused holistic scoring, especially for problem solving; and (4) monitor teachers over time to see if use of alternative assessment increases and if it affects student achievement. (Contains 61 references.) (Author/GW)

ED 404 106 SE 053 908

Lynch, Ian
Technology, Science Education and the World of Work.
PUB DATE- Jun 93
NOTE- 50p.; Number 9 in a series of CTC Trust publications.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Industry; Manufacturing; Practical Arts; Science and Society; *Science Careers; Science Curriculum; Science Education; Scientific and Technical Information; Technology; *Technology Education
IDENTIFIERS- United Kingdom

It is important that young people are taught not simply to use technology, but to understand how it works and the principles on which it is based. This report explores the recent changes in science and technology, illustrates how and why science should be viewed as a basis for teaching technology, and considers why technology should be taught in relevant contexts. The main points of the report include: (1) the teaching of science and technology should be linked overtly to modern manufacturing processes and accepted improvements in management techniques; (2) there is great danger in the thinking that any teacher can teach any subject; (3) a clear definition of the scope of technology must be developed; (4) meaningful learning requires context, content, and process and none of them makes practical sense without the others, (5) there is a lack of scientific and technological understanding among investors and policy makers; and (6) if education and industry work together, a mutual understanding could emerge. (PR)

ED 404 107 SE 053 933

The Best of CLEARING: Environmental Education in the Pacific Northwest. Volumes I-IV: Issues 1-80.
PUB DATE- 93
NOTE- 586p.; Pages 100-101 are missing from volume I.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Ecology; Elementary Secondary Education; Energy; *Environmental Education; Instructional Materials; Integrated Activities; Learning Activities
IDENTIFIERS- *CLEARING Environ Educ in Pacific NW (Journal); Pacific Northwest; Seasons

"Clearing" magazine is a bi-monthly environmental education program. Qualitative data were derived from interviews. The results revealed that science courses and the broad contextual environment of the teacher education program do not appear to influence subjects' sense of self-efficacy but have produced a significant change in their beliefs about children's ability to learn science. Data gathered from interviews suggest that beliefs appear to originate from a number of issues such as, gender bias, lack of practical work, and focus on formal examinations in science courses. Several conclusions related to the provision of science courses for preservice elementary teachers are discussed. (Author/ZWH)

ED 404 128 SE 054 950

Chang, Marjorie Mei-yu; And Others
Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
PUB DATE- Apr 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Classroom Research; *Constructivism (Learning); Discussion; Foreign Countries; Junior High Schools; *Junior High School Students; *Learning Strategies; *Science Instruction; Scientific Concepts; *Thinking Skills
IDENTIFIERS- *Objectivity; *Taiwan

The primary purpose of this study was to understand what happens when some aspects of the constructivist approach, namely prediction, explanation, student-centered, and teacher-centered discussions, are applied to science teaching. The study involved 363 junior high school students in Taiwan. It combined the effectiveness of four alternative teaching strategies and the conventional teaching strategy using different combinations of the instructional design variables under study. The results showed that students who were asked to predict and explain provided better explanations than students who were asked to predict only. In addition, students in the constructivist student-centered approach produced much higher explanation scores than students in the conventional approach. However, students in the constructivist approaches did not perform significantly higher than students in the conventional treatment on multiple-choice scores. Students in the constructivist student-centered approach did not produce higher scores in higher-level questions (non-recall). A retention test revealed that regardless of the teaching strategy, teacher, or worksheet, no student performance differences persisted two weeks after instruction. The results of this study provide an insight into the extent to which constructivist approaches can be incorporated into current science teaching. Contains 37 references. (Author/ZWH)

ED 404 129 SE 054 951

Froman, Robin D.; Owen, Steven V.
Can We Improve Science Literacy?
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English

IDENTIFIERS- New Zealand; *Subject Content Knowledge; *Teacher Change

This paper reports on a two-year professional development project, Teachers Raising Achievement in Mathematics. This action research project involved 8 intermediate school teachers and 10 secondary school teachers who were asked to: (1) examine their own classroom practices and the effect that these had on students' learning, (2) decide what changes they would like to make, (3) experiment with those changes, and (4) reflect on why the changes were or were not effective in improving students' achievement in mathematics. The results showed that the intermediate school teachers changed less than did the secondary school teachers. The limited mathematical knowledge of the intermediate school teachers was seen as a major constraint preventing them from making changes consistent with a constructivist approach to learning. Their limited mathematical knowledge tended to result in a narrow perception of teaching, more in terms of attitudes toward mathematics than in terms of values drawn from a broad mathematical knowledge. This reflection in terms of attitudes was unlikely to lead to improvement in their students' learning. Contains 12 references. (MKR)

ED 404 148 SE 055 246

Rogers, Diana, Ed.
Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; Instructional Materials; *Metal Industry; *Recycling; Science Education; Secondary Education; *Supplementary Reading Materials; Textbooks

This document was developed in cooperation with secondary teachers and solid waste management professionals. The goal is to integrate steel recycling, natural resource conservation, and solid waste management into science learning. Basic concepts from the following chemistry units have been used to design the lessons and activities: transition metals, chemical reactions, and changes of state and electron configuration. Three lessons are entitled: (1) Supply & Demand; (2) Collect & Haul; and (3) Sort & Produce. Each lesson begins with a background for the teacher which includes: key terms, motivation, demonstration, and evaluation. The background section for the student provides in-depth information on the lesson. The "teacher activity" section contains planning, preparation and safety tips and the "student activity" section provides step-by-step procedures for completing the activity and analyzing the data. Appendixes include a glossary, a list of resources, and a teacher evaluation form. Contains 18 references. (AA)

ED 404 149 SE 055 251

Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.
PUB DATE- 94

measure students' attitudes toward mathematics. Contains 24 references. (Author/PVD)

ED 404 166 SE 059 693

Kaplan, Rochelle G.; Patino, Rodrigo A.
The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
PUB DATE- 24 Oct 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Language Minorities; *Language Proficiency; Mathematical Applications; Mathematical Enrichment; *Mathematics Instruction; Mathematics Materials; *Problem Solving
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

Although it takes only 2 years to attain conversational competence in a second language, it takes up to 7 years to realize sufficient language competence to achieve academically at the level of native speakers. Specific adaptations in instructional methods in mathematics for language minority students should include techniques from English as a second language or bilingual education and those of current practices in mathematics education focusing on communication. This paper describes a method for teaching mathematical problem solving for use with students with limited English proficiency. The instructional method is based on ethnographic examination of techniques used in teaching mathematics to a sixth grade Spanish/English bilingual class of 30 students with a wide range of English competence. The five key components of the method are: (1) provide a linguistic warm-up to the problem; (2) break down the problem into natural grammatical phrases; (3) students work out the problem in pairs; (4) students present their own solutions to the group; and (5) students create problems with similar structures. Study results indicated that students became more successful independent mathematical problem solvers. Appendices contain a description of classroom procedure, a sample word problem broken down into natural grammatical phrases, and scoring criteria for pretests and posttests. (PVD)

ED 404 167 SE 059 694

Tapia, Martha; And Others
Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
PUB DATE- 7 Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; *Educational Theories; Elementary Secondary Education; Literature Reviews; Mathematics Education; Problem Solving; Teaching Methods; *Word Problems

Problem Solving; Thinking Skills

This book is divided into eight sections. Section One, "A New Look at Mathematics: Rationale and Strategies for Reforming Mathematics", includes: An Overview of Mathematics Reform; Management for Computation Skills; Math Strategies for Individualized or Small Group Instruction; Math Strands Planning Activity; and Performance Assessment. Section Two, "The Elements of Problem Solving: Essential Learning Components for All Strands", includes: Problem Solving Throughout the Strands; Mathematical Problem Solving; Mathematical Reasoning; Mathematical Communication; Mathematical Connections; and Teaching the Skills of Problem Solving. Section Three, "The Strands of Mathematics: Essential Learnings, Objectives, Concepts, and Procedures", covers: Numbers and Operations Strand; Functions, Patterns, and Relationships Strand; Geometry Strand; Measurement Strand; and Statistics and Probability Strand. Section Four contains activities for developing concepts and procedures in the different strands, while Section Five, "Vocabulary of the Strands", contains definitions and concepts to be developed in the various strands. Section Six contains math problems and situations for individual and group experiences and an answer key. Section Seven contains math explorations and investigations for problem solving and performance assessment. Section Eight contains math games for partners or cooperative groups. (JRH)

ED 404 186 SE 059 731

Ediger, Marlow
Current Concepts in Teaching Mathematics.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavioral Objectives; Educational Strategies; Elementary Secondary Education; *Epistemology; *Equal Education; *Mathematics Curriculum; Mathematics Instruction; Sex Differences; Standards; *Student Evaluation

The purpose of this paper is to determine what the literature in mathematics education indicates as being trends in learning opportunities, objective selection, and evaluation procedures. In discussing learning opportunities, the focus is on equity in curriculum, access to good teachers, and access to quality learning experiences. Research-based suggestions for increasing access to quality learning opportunities in classrooms are included. The history of a variety of philosophical approaches to schooling is provided, along with the implications of these philosophies for the selection of the objectives for student learning. Aspects of student evaluation procedures and their effects on instruction and curriculum are summarized with a focus on problem solving and the effect that certain instructional strategies have on student problem solving abilities. Contains 21 references. (DDR)

ED 404 187 SE 059 732

Johnson, Jean M.
Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

faced with tremendous problems, over-generalization should be avoided, because all the problems referred to are not equally serious, and they are more acute in some countries than in others. The analyses and comments in the paper relate to 47 countries in Sub Saharan Africa, covering almost all of the area concerned with the exception of South Africa. The paper is divided into 9 sections: (1) the evolution of overall enrollment figures over the past two decades; (2) enrollments at different levels; (3) the enrollment of girls; (4) teachers: number, training, and status; (5) higher education: costs, types of graduates, the brain drain, research; (6) the efficiency and evaluation of education systems; (7) the financing of education systems; (8) education and employment; and (9) external aid to education. When the overall data relating to the number of pupils enrolled in the region was examined, researchers noted the very rapid increase in pupil intake; in the 20 years from 1970 to 1990 the figure rose from 23.5 million pupils to 70.7 million. No other education system in the world has had to cope with such a growth. Education systems in the region vary considerably in size. Enrollment indicators vary from one country to another. If trends in some countries are not reversed, the majority of the populations of working age of the least educationally developed countries will be illiterate in a hundred years. (DK)

ED 404 206   SO 024 401

Blondel, Daniele
The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
PUB DATE- 13 Jan 94
NOTE- 7p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Economic Development; *Educational Finance; *Educational Planning; Educational Research; Foreign Countries; *Higher Education; Role of Education; *School Organization

This paper suggests that higher education will take on increasing importance in the development of economies and societies in the 21st century for three reasons: (1) cognitive resources are supplanting material resources as a development factor; (2) economies, swept along by innovations and technological advances, are becoming increasingly exigent as regards the qualifications of their labor force; and (3) in this cognitive society the function of educating and training is having to become strategic. The paper focuses on three areas: (1) objectives and tasks presently assigned to higher education and the problems of their compatibility; (2) the organization of higher education, distribution between the public and private sectors, the independence of establishments, and national and international consistency; and (3) the rapid increase in financing needs and the impact on the quality of higher education. Of the three tasks generally assigned to higher education, two are traditional, involving, on the one hand, research and cultivation and, on the other, the training of teachers, and are both more crucial than ever for development. The third is more recent but is tending to take on increasing importance, inasmuch as it consists in meeting the new qualification requirements of today's economies through the provided. (MM)

ED 404 224 SO 025 708

de Rijke, Victoria; Cox, Geoff
This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
PUB DATE- 94
NOTE- 85p.; Some images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetics; *Art Criticism; *Art Education; British National Curriculum; Critical Theory; Critical Thinking; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- England

This resource, which includes nine colored postcards, offers words and pictures to stimulate classroom discussion of the key issues relating to both the institutions of art and of education. It attempts to challenge and question the current relations of power, hierarchies, and received information in the field of art education. Part 1, "On Teaching Impressionism," takes of reference in the art curriculum. Part 2, "This Is the National Curriculum for Art," examines issues related to contemporary art practice and its placing in the range of contexts that include the gallery, the school, and the National Curriculum for Art. Part 3, "On Art and/or Education," questions the purposes to which artistic production is made. Part 4, "This is Not," takes the tactical role of negation to resist a sense of preferred meaning, leading to part 5, "Questioning Children: What is a Question?," which examines the method of inquiry underpinning the entire project. (MM)

ED 404 225 SO 025 724

Walker, Pam Prince
Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
PUB DATE- 93
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Activities; Creative Activities; *Creative Art; Creative Expression; *Creative Writing; Drama; Dramatic Play; *Dramatics; Elementary Education; *Improvisation; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Middle Schools; Theater Arts; *Visual Arts

This book describes a course in drama, art, and story writing for children in grades four through eight. Twenty lesson plans guide students from creating scenes in drama to writing and illustrating their own stories. The plans include simple and practical improvisations for the classroom, as well as suggestions for plays and exhibits of the children's art work. Improvisation is the core method of the proposed activities. Lessons are grouped in three categories: (1) dramatics, in lesson plans one to seven; (2) art, in lessons eight to fourteen; and (3) story writing, in lessons fifteen to twenty. Contains a list of sources for plays and references. (FB) it has changed over time. Goals for the students to attain are to become familiar with the democratic process, understand citizenship, build communication skills, recognize laws governing people and how voting matters, and realize how caring and commitment build community. A seven-item bibliography for children and five-item bibliography for teachers concludes the guide. (JAG)

ED 404 248 SO 026 540

Fier, Harriet, Ed.; And Others
Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.
PUB DATE- 95
NOTE- 7p.; "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide. Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Democracy; Elementary Education; Law Related Education; *Multicultural Education; *Social Studies; Values

This user guide covers "Teaching in a Multicultural Society," one part of the 12-unit series "My America: Building a Democracy." The focus of the guide is to raise a generation of children who appreciate the value of a wide range of human experience including those distinctly different from their own. Goals of this program are to help children become familiar with the democratic process and active citizenship; recognize what it means to be an active citizen in a multicultural society; build skills in communications and cooperation; recognize how laws are made and how a single vote and voice matter; and experience how caring and commitment build community. Suggestions for using the videotape, "Teaching in a Multicultural Society," as well as before and after viewing activities are offered. Contains an 11-item bibliography. (JAG)

ED 404 249 SO 026 541

Venditti, Maria
A Textbook Approach Versus an Integrated Approach in Social Studies.
PUB DATE- Apr 96
NOTE- 39p.; Master of Arts degree requirement, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Foreign Countries; Grade 5; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; *Social Studies; Teaching Methods; Textbook Evaluation; *Textbooks; *Thematic Approach
IDENTIFIERS- *Canada; *Mexico

This study compared the effects of utilizing children's books, maps, and videos in a theme integrated unit in social studies with the effects of using a social studies textbook in an elementary class. One fifth grade class in New York state was used for this study. In the first treatment, the class received instruction in a unit on Canada using the school adopted textbook, according to the procedures and activities in its accompanying teachers manual. In the second treatment, the and Paste, Flannel and Bulletin Boards, Puppetry, Modeling Clay, Printing, Textile Projects, and Photography. Objectives, materials needed, and procedures are given for each project. Photos, illustrations, recipes, vocabulary terms, and other supportive information enhance the instructions. Contains references. (MM)

ED 404 272 SO 027 479

Carpenter, Sharan Bryant
Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.
PUB DATE- 85
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Art Materials; Elementary Education; Eye Hand Coordination; Instructional Materials; Motor Development; Preschool Education; Psychomotor Skills; *Skill Development
IDENTIFIERS- *Scissors

This handbook, designed for use with preschool and elementary age children, provides instructions and instructional materials for the development of proficiency in cutting. Scissor cutting is a critically important activity for young children to practice because, along with coloring and pasting, it is used widely to foster the three R's as well as to reinforce fine motor development, eye-hand coordination, and pre-reading skills. The guide provides teachers with theoretical and practical information, as well as teaching suggestions. Chapters include: "All You Have Ever Wanted to Know about Scissors but Didn't Know to Ask"; "Scissor Mechanics"; "Connections--Paper and Paste"; and "How to Avoid-Too Much, Too Little, Too Late to Ever Cut Again." Following chapter 5, "General Instructions for Scissor Cutting Activities," more than 50 cutting activity sheets, with suggestions for use, are provided in chapters: "Fringes"; "Lines--Straight, Diagonal, Zigzag"; "Curves"; "Shapes--Flat and Dimensional"; "Shapes within Shapes"; "Design Forms for Fun and Fact"; "Scissor Mazes and Mastery Marvels; and "Scissor Racing." (MM)

ED 404 273 SO 027 488

Peters, Monnie; Cherbo, Joni Maya
Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; Art Appreciation; Attitudes; Audience Analysis; Audience Participation; Continuing Education; Dance; *Fine Arts; Music Activities; Music Appreciation; Social Science Research; Surveys; Theater Arts
IDENTIFIERS- *Arts Participation; *Survey of Public Participation in the Arts

This monograph examines the extent to which the U.S. adult population was involved in personal art participation in 1992, compares it to participation in 1982, and profiles personal

ED 404 293 SP 035 037

Morris, Vivian Gunn; Nunnery, John A.
A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
PUB DATE- Jan 94
NOTE- 38p.; For a related document, see ED 368 678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Case Studies; *College School Cooperation; Comparative Analysis; Cooperating Teachers; Educational Research; Elementary Education; Elementary School Teachers; Higher Education; Knowledge Base for Teaching; Mentors; *Participative Decision Making; *Preservice Teacher Education; *Professional Development Schools; School Restructuring; School Role; Self Efficacy; *Teacher Attitudes; *Teacher Empowerment
IDENTIFIERS- Memphis State University TN; Preservice Teachers; Teacher Development

This study describes the first-year implementation of a professional development school (PDS) program in an elementary school and reports the extent to which participation in the PDS program influenced teachers' (N=32) perceptions regarding teacher empowerment along four dimensions (mentoring self-efficacy, teaching self-efficacy, professional knowledge, and collegiality) cited in the literature. Data generated by a teacher empowerment questionnaire ("Teacher Empowerment Inventory") were compared to data collected from teachers (N=82) at the other four elementary sites within the PDS program. Chi-square tests revealed significant differences on several questionnaire items. Qualitative data were collected (through interviews, focus groups, participant observation, and examination of archival materials) and examined relative to the major components of the PDS program and the four dimensions of teacher empowerment. The three major components of the PDS model that were examined are: (1) supervision of practice teachers, (2) school improvement planning, and (3) clinical professor training. These data corroborate some previous findings of the questionnaire and suggest explanations for divergent responses. Among the features of the PDS program discussed in this paper are: (1) practice teacher cohorts; (2) training of experienced teachers as clinical professors who instruct, supervise, and evaluate preservice teachers; and (3) university liaisons, who train cooperating teachers and act as members of the supervision/evaluation team for preservice teachers. (IAH)

ED 404 294 SP 035 049

Saam, Starr; And Others
Actions for Health: Kindergarten. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 346p.; Several large classroom posters not included here. For grades 1-3 materials in this series, see ED 358 070-072; for grades 4-6, see SP 035 050-052; for Administrator's Guide, see SP 035 053.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

IDENTIFIERS- Asian American Students; Illinois; *Illinois Cooperative Work Study Program

This report contains project synopses and evaluations supporting recommendations for funding 25 continuing and 7 new projects in public and nonpublic colleges and universities included in the $1.5 million appropriated for fiscal year 1997 for the Illinois Cooperative Work Study Program. Selection criteria included: strengthening cooperation among higher education, business, industry, and government; promoting school/college relationships; encouraging social and community service activities; maximizing use of matching contributions; creating new opportunities for public/private sector partnerships; and integrating components of student financial aid to reduce reliance on student loans. Institutions receiving grants were: Belleville Area College; Bradley University; City Colleges of Chicago; Concordia University; Danville Area Community College; DeVry Institute of Technology-Chicago; DeVry Institute of Technology-DuPage; Eastern Illinois University; Elmhurst College; Greenville College; John A. Logan College; Kaskaskia College; Knox College; Lewis University; Northwestern University; Quincy University; Rend Lake College; Rockford College; Rosary College; St. Augustine College; Saint Xavier University; School of the Art Institute of Chicago; Shimer College; Southern Illinois University at Carbondale; University of Illinois at Springfield; College of DuPage; Northern Illinois University; Richland Community College; Spoon River College; Harry S Truman College of the City Colleges of Chicago; University of Illinois at Chicago; Western Illinois University. (CH)

ED 403 859 HE 029 941

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.

PUB DATE- Mar 97
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Black Students; Community Colleges; *Disabilities; Disadvantaged Youth; Dropouts; Employment Patterns; *Enrollment; Enrollment Trends; Equal Education; Faculty Integration; *Females; Graduate Students; Higher Education; Learning Disabilities; *Minority Groups; Minority Group Teachers; *Public Colleges; *School Holding Power; Special Needs Students; Transfer Students; Trend Analysis; Undergraduate Students
IDENTIFIERS- Diversity (Faculty); Diversity (Student); Higher Education Cooperation Act (Illinois); *Illinois

This annual report on minority, female, and disabled groups in Illinois higher education details efforts to improve student and staff representation, and surveys trends in enrollment, degree completion, and staff employment. The report shows increases in black and Hispanic graduate/professional enrollment, transfers from community colleges to four-year institutions, and total degrees awarded. It also notes an increase in the proportion of female students earning doctoral degrees but declines in black undergraduate enrollment and especially in black male enrollment, in black master's degree recipients, and Hispanic bachelor's degree recipients in certain fields of study. Text, tables, and figures review: (1)

ED 403 877 IR 018 233

Schnackenberg, Heidi L.
Learning English Electronically: Formative Evaluation in ESL Software.
PUB DATE- Feb 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Colleges; Computer Assisted Instruction; *Computer Software Evaluation; Computer Uses in Education; *Courseware; *English (Second Language); Grammar; Interviews; Language Skills; Learner Controlled Instruction; Observation; Programmed Instructional Materials; Second Language Instruction; *Student Attitudes; Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ

Learning English Electronically (LEE), a computer software package designed for adult English as a Second Language (ESL) students enrolled in intermediate level community college ESL classes, was evaluated at Glendale Community College in Glendale, Arizona to assess student and teacher attitudes toward the program. LEE consists of 43 lessons emphasizing grammar concepts and accurate sentence structure, and covering topics such as employment, food, health, school, and transportation. Evaluation data were collected through student and teacher surveys, interviews, student test scores, and evaluator observations. Both students and teachers expressed very positive attitudes about LEE. Strengths of the program identified by teachers were the additional grammar practice available, the self-paced and non-threatening nature of the program, the inclusion of sound in the program, and the grammar topics being presented with content topics. Students enjoyed using the program, felt it helped them learn, and liked having teacher supervision while using the program individually. Students and teachers alike found that a weakness of the program was the slow response time of the computer in executing commands. Additional weaknesses included difficultly using the mouse, starting and ending the program, and printing. Recommendations for improvement, survey responses from teachers and students, end of module test scores, and evaluator observations are included. (SWC)

ED 403 878 IR 018 234

Schnackenberg, Heidi L.; Savenye, Wilhelmina C.
A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
PUB DATE- Feb 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Interfaces; *Computer Uses in Education; Educational Technology; Electronic Mail; Elementary Secondary Education; Expectation; *Futures (of

standards, guidelines, and criteria. (Author/SWC)

ED 403 895 IR 056 268

Mullin, Dorothy Imrich
The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
PUB DATE- 96
NOTE- 36p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adolescents; *Censorship; Children; Federal Legislation; Freedom of Information; *Freedom of Speech; *Information Policy; Information Sources; *Internet; Legal Responsibility; Online Systems; *Pornography; Social Sciences; World Wide Web
IDENTIFIERS- Child Protection; Communications Decency Act 1996; Cyberspace; First Amendment; Legal Information

In the wake of the Communications Decency Act of 1996, discussions have raged both online and in the press about free speech, online pornography, and the protection of children. This paper discusses the legal and social science issues surrounding content regulation of the World Wide Web and the Internet as a whole, with an emphasis on the indecency ban. The paper uses recent literature to address concerns that have led to legislation, including: (1) the perceived pervasiveness of online pornography (the "porn panic"); (2) the perceived intrusiveness of online communication and its accessibility to children and adolescents; and (3) the potential for societal "harms" to children or adults following exposure to online indecency. In each section, the role of social science, both in fueling the porn panic and in potentially informing the policy debate, and the broad First Amendment implications of applying broadcast regulation standards to online communication are examined. (Contains 125 references.) (Author/SWC)

ED 403 896 IR 056 269

Eagan, Ann; Bender, Laura
Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
PUB DATE- 96
NOTE- 10p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

Olympics, promotion ideas, and sample news releases. The next section contains program suggestions and recipes. Suggestions for decorating the library, including clip art designs, bookmarks, doorknob and bulletin board decorations, and resources for additional clip art designs are provided in the third section. The fourth section contains storytime planners divided into the following age categories: toddlers, preschool-kindergarten, first-third grades, fourth-fifth grades, and sixth grade. The fifth section comprises the majority of the document and provides activities; coloring pages and handouts; costumes; crafts; fingerplays; flannel boards; games, riddles, and puzzles; poems; puppets and puppet plays; songs; and stories. (Contains 463 references.) (SWC)

ED 403 914 IR 056 291

Koltay, Zsuzsa
Supporting Digital Instructional Technology: The Role of the Academic Library.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Uses in Education; *Educational Technology; Electronic Libraries; Faculty; Higher Education; *Information Literacy; Information Needs; *Library Instruction; *Library Role; Library Services; *Users (Information)
IDENTIFIERS- Digital Technology

Academic libraries must reevaluate their instructional technology services in order to fulfill their mission of supporting the teaching activities of their parent institution in the current state of technological development. Applying modern approaches to further traditional library goals and making use of the expertise librarians gain while building and supporting electronic libraries can position the library at the center of an active instructional technology program that benefits the whole campus community. Librarians possess many skills--expertise with organizing information; teaching information literacy; creating and maintaining electronic libraries; concern for effective, easy, and equitable access; knowledge of user behavior; and relationship with faculty--that argue for their involvement with instructional technology support. Students benefit from richness added to the learning experience, and gain information skills that will help them both during and after their university careers. Instructors benefit because instructional technology can make their teaching more effective and more efficient. Librarians gain updated services, more visibility, a close working relationship with faculty, and an expanded electronic library that includes course materials in support of the university's instructional activities. (Author/SWC)

ED 403 915 IR 056 292

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

culture at U.S. community colleges. Because the local population is overwhelmingly white, the general goal of the Action Plan is to revise course syllabi in American history, fine arts, and American literature so as to include the contributions of minority communities which students might otherwise never know. In American history, new textbooks were chosen, articles for required reading were selected, and the syllabus was revised. In liberal arts, American music was included in the curriculum, students attended a concert, and art students completed projects on American artists. In American literature, new texts that include a broader selection of writers were chosen and the syllabi were revised. Discussions asking students what it means to be an American, what divides us, and what brings us together were held. The three obstacles faced by the program were: the off-campus location of some of the classes interfered with communication, and some instructors' concern with academic freedom. At the time of the report, several courses' syllabi still required revision. Additionally, a study of the inventory/post-test in American history indicated that less change in student knowledge of America's various communities has been gained than was desired. (HAA)

ED 403 931 JC 970 094

Carroll Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; Course Descriptions; *Cultural Pluralism; *History Instruction; Interdisciplinary Approach; *Literature; Two Year Colleges
IDENTIFIERS- Carroll Community College MD

In 1996, Maryland's Carroll Community College (CCC) participated in the American Association of Community Colleges' Exploring America's Communities, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. As part of its Action Plan, CCC set out to upgrade its American Studies Concentration, which was not previously popular among students. The proposal was to make the concentration more attractive to students and to have the faculty of the concentration unify goals and share material. The faculty met for several months and developed a list of themes they felt best identified with the American spirit. They also agreed to revise their syllabi to make the themes more prominent. At the same time, a new interdisciplinary course involving the exploration of the American identity was developed. The final part of the proposal was the establishment of programs that would encourage faculty who teach required reading, writing, literature and speech classes to look at American pluralism and identity with their students. A recruiting campaign and an opportunity to strengthen ties among faculty arose when team members decided to schedule American Studies students together in time-blocked courses. Brochures and visits to local high schools have also been used for presented in the classrooms. Each co-curricular session elucidated one of the goals of the project. Receptions held after the sessions set an informal tone for the audience and speakers to continue the discussion. Students followed up the session with in-class discussions and journal reactions to ensure a broad range of reflective responses. The line-up of sessions featured a strong agenda of speakers and qualified moderators. Topics included: (1) "Labor Unions and the Coalescence of Community: 1946 Sugar Strike"; (2) "What Hawaiian Sovereignty Means to Non-Hawaiians"; (3) "Localism and the Late Arrivals: The Samoan Community"; (4) "Rediscovery of Community: Old Pearl City Walking Tour"; and (5) "Post Modern Economic Change: Waipahu Bounces Back." A learning community seminar has been proposed to help institutionalize the project. Obstacles included a book that was too difficult for many of the students and a lack of publicity. (HAA)

ED 403 948 JC 970 111

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; *Cultural Pluralism; Discussion; *Humanities; Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Metropolitan Community Colleges MO

In 1996, the Metropolitan Community Colleges (Missouri) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The colleges' team formulated a humanities course exploring the "American experience" to address a perceived lack of coursework dealing with American pluralism and identity. Since the team felt that the Midwest represented a microcosm of the larger issue, the course attempted to narrow its scope by focusing on diversity in the Midwest. The faculty selected a core history text that addressed multicultural issues to use as a background for the course. The text was supplemented with literary texts from Native American, African American, Asian American, Hispanic, and European writers. The course was team taught by four instructors who attended each class; one instructor presented material while the others added their own commentary. The program's main obstacle was the campuses' own lack of diversity, and budgetary constraints have raised questions about the course's future. Throughout much of the course, the instructors focused on the differences among the various groups studied. However, in the last few weeks, they focused sharply on the commonalties. On the final, students responded to commonalties in a surprising and encouraging manner. (HAA)

ED 403 949 JC 970 112

indicating that tuition was among the lowest in the western United States and that students paid only 22.5% of the costs of their education; (2) increasing access through initiatives related to financial aid, distance education, and flexible scheduling; (3) increasing the rate of students continuing on to college through such initiatives as a statewide "Go to College" campaign; (4) maintaining and enhancing educational quality, indicating that the System undertook the construction of state-of-the-art facilities in the period; (5) increasing partnerships with business and industry, describing efforts related to educational innovation and workforce development; (6) increasing partnerships with the K-12 sector, indicating that community college high schools and hi-tech centers on high school campuses were established; and (7) conducting research to meet state needs. For each goal area, specific programs at System universities or community colleges are described. (HAA)

ED 403 965 JC 970 145

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
PUB DATE- 97
NOTE- 49p.; For a related progress report for 1995-97, see JC 970 144.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Budgets; College Planning; Community Colleges; Higher Education; *Mission Statements; *Organizational Objectives; Program Budgeting; *Program Development; *Statewide Planning; Two Year Colleges; Universities
IDENTIFIERS- *University and Community College System of Nevada

Submitted to the State Legislature by the University and Community College System of Nevada (UCCSN), this 4-year planning report reviews System outcomes for the past decade and funding priorities for 1977 to 2001. The first part provides the UCCSN mission statement, a description of strategic directions, and campus academic plans for the System's four community colleges, two universities, and one research institute. The second part provides data on the following indicators of effectiveness: (1) access, showing enrollment, projected enrollment growth, educational attainment, and college continuation rates; (2) productivity, including the number of degrees conferred and awards received for research and other sponsored projects; (3) economic impact, indicating that for every dollar spent by the UCCSN an additional $0.83 is generated; and (4) program quality. The final part provides a justification of the 1997-99 biennial budget request, describing priorities related to student access, the quality of services, enhancing information technology, maintaining adequate equipment, creating a state law school at the University of Las Vegas, enhancing campus safety and security, enhancing programs on diversity, expanding research initiatives, strengthening relations with business and industry and enhancing workforce development, addressing school of medicine initiatives, and capital construction needs. Tables of requested funds by appropriation area and by priorities are included. The UCCSN mission statement; mission statements for the System community colleges, universities, and research institute; and a list of degrees offered are appended. (HAA)

ED 403 966 JC 970 146

school and generalization of issues to other schools. (SM)

ED 403 983 PS 024 315

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
PUB DATE- 21 Jun 94
NOTE- 449p.; For related manuals, see PS 024 316-319. For preliminary findings of the study, see ED 353 087. Additional results will be reported in journals during the next 2-3 years.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Data Collection; *Day Care; *Day Care Effects; Early Childhood Education; *Home Visits; *Infants; Interviews; Laboratory Experiments; Longitudinal Studies; Parents; Records (Forms); Recruitment; *Research Design; *Research Methodology; Telephone Surveys; Toddlers
IDENTIFIERS- *NICHD Study of Early Child Care

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is an ongoing, prospective, 3-year longitudinal study of over 1,300 full-term healthy infants and families from 10 sites across the United States. While the sample is not nationally representative, the subjects come from major regions of the country: the East Coast, the West Coast, the Mid-West, the North, and the South. They come from urban and from rural settings, and include minorities as well as single-parent and two-parent families. The study examines the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. The study design takes into account the complex interactions among characteristics of the family and home, of the child care environments, and of the child. Subject recruitment started in January 1991, and data collection was scheduled to end at the beginning of 1995. Data collection involved periodic telephone calls to families beginning at 3 months and home visits, child care center visits, or laboratory assessments at 1, 6, 15, 24, and 36 months. This document is volume 1 of a 5-volume operations manual that explains, in 29 chapters, the procedures used in conducting the NICHD study. Volume 1, comprising 7 chapters, begins with an introductory section of internal operating procedures. This section provides guidelines for the study's Data Coordinating Center to manage the data, establish procedures to maintain data consistency among study sites, and ensure data integrity. Chapter 1 then lists the aims of the study, and chapter 2 serves as an introduction to the operations manual. Chapter 3 outlines procedures used in designing, completing, transmitting, and storing the paper forms used in data collection. Chapter 4 explains the activities required preparatory to recruiting subjects and in the recruiting process. Instructions pertaining to a follow-up telephone call 2 weeks after the initial recruitment are given in chapter 5. Chapter 6 consists of 3 sections that provide instructions for general procedures and practices in the 1-month home visit, specific information about the questions used in the 1-month interview, and specific instructions about the 1-month visit with the father. Chapter 7 provides instructions for making follow-up telephone calls at 3, 9, and 12 months. (BC) abuse. The report also examines the status of research on domestic violence exposure, and how communities can help these "invisible" victims of violence exposure. Contains 76 references. (HTH)

ED 404 001 PS 024 936

Ataov, Anli
Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
PUB DATE- Jun 96
NOTE- 15p.; Paper presented at the Environmental Design Research Association Conference (Salt Lake City, UT, June 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Built Environment; Design Requirements; *Dimensional Preference; *Environmental Influences; *Physical Environment; Primary Education; Regional Characteristics; Visual Discrimination; Visual Environment; Visual Measures; *Water; Water Resources
IDENTIFIERS- Ohio State University

The experience of an urban waterfront setting can enhance sociocultural education for children, facilitate development of mental and physiological skills, and can function as a playground. The designs of waterfront environments should therefore consider children's needs and enhance both the interaction of children with their environment and learning from this interaction. This study explored the visual attributes associated with children's preferences for waterfront environments. An exploratory study was conducted with 21 five- to six-year-olds at a child care center at Ohio State University. Children were shown photographs of a variety of waterfront settings and asked to select and then rank order the five scenes they liked best. Results showed that children tended to express more preference for constructed surfaces, changes in level of constructed surfaces or water, and a lighter environment in waterfront settings. Children also expressed greater preference for places of social activity or places in which they could perform activities on their own. The study also concluded that children preferred natural settings slightly less than settings with constructed features. However, "water" appeared as an important environmental component of children's preferences. These visual attributes may be associated with a child's need for freedom, stimulation, imagination, exploration, observation, and manipulation. (Contains 23 references.) (Author/SD)

ED 404 002 PS 024 937

Voices for Illinois Children, 1996-1997.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Advocacy; Child Health; Childhood Needs; Children; *Childrens Rights; *Child Welfare; Day Care; Early Intervention; Financial Support; Health Promotion; High Risk Students; Poverty; Prevention; *Public Policy; *State Legislation; Youth Problems
IDENTIFIERS- *Illinois; Welfare Reform

These newsletters are produced by Voices for Illinois Children, a introversion--and the two orientations toward closure--reflective and active--and how these various elements interact with one another. Following is a discussion of cultural differences in learning profiles and the ways various cultural groups fare in the American educational system. Finally, the guide presents An Integrative Model (AIM) to provide educators a common language with which to discuss making the essential match between content, learner's needs, instructional delivery systems, and appropriate assessments. (EV)

ED 404 019 PS 025 018

Honig, Alice Sterling
Infant Temperament and Personality.
PUB DATE- Oct 96
NOTE- 26p.; Paper presented at the Regional Conference of the Organization Mondiale d'Education Prescolaire (Singapore, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *Caregiver Child Relationship; *Caregiver Role; Child Caregivers; Emotional Development; Infant Behavior; *Infants; Parent Child Relationship; Personality Assessment; *Personality Development; *Personality Studies; *Personality Theories; Prosocial Behavior
IDENTIFIERS- Erikson (Erik); Mahler (Margaret S)

Infants have definite personality characteristics from birth onward. Despite wide variation in infant temperament styles, ranging from easy to difficult, responsive parents and non-parental caregivers can ensure positive emotional-social development. This paper, which reviews various theories and research on personality development in infants and toddlers, begins with a discussion of self-esteem and the caregiver's role in early childhood. The next section investigates the role of temperament and the importance of caregiver understanding of an infant's basic temperamental type (easygoing, difficult, slow to warm up). Three infant personality theorists and theories are examined next, including: Erikson and the well-regulated infant/toddler personality; Mahler and the infant/toddler separation/individuation struggle; and attachment theorists and intergenerational personality effects. The paper next explores parental sex role stereotypes and their influence on infants. Finally, prosocial development is addressed. The paper concludes that the road to positive personality development in infancy begins with competent caregivers, and that secure emotional attachment to a caregiver is important for positive mental health, including high self esteem, cooperation and compliance with adult mentors, and prosocial rather than aggressive response patterns. Contains 38 references. (SD)

ED 404 020 PS 025 021

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.
PUB DATE- Jan 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

who had a more secure attachment history had relationships with students characterized by less dependency. However, the fact that the attachment history subscales had limited predictive ability and that the model accounted for only 28 percent of the variance indicates that there were more factors at work in this outcome. (EV)

ED 404 038 PS 025 100

Volkman, Beatrice K.
Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.
PUB DATE- Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Secondary Education; Higher Education; Mentors; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Partnerships in Education; Teacher Attitudes
IDENTIFIERS- Learning Cycle Teaching Method; Preservice Teachers

The idea that school-family partnerships educate the modern child more completely than the individual efforts of either institution is so compelling today that it has become a national cry. This study investigated an attempt to create a Parent Attitude Change Toward School (PACTS) by including parents in a regular classroom lesson with their child once a month. The project operated in 5 different schools and involved 11 inservice and 42 preservice teachers. PACTS encouraged teachers to use the Learning Cycle lesson plan concept, but gave teachers considerable freedom to develop the essential parental component in their classrooms. The project also provided a network of support from cohorts and professors and empowered pre-service teachers through a mentor-mentee relationship. Student attendance records were kept to quantify any changes that could reflect a parent attitude change toward school. Attendance records of parents who participated in the parent-involvement lessons were kept, and observation and interviews were also conducted. Results indicated increasing student and parent attendance and increasingly positive attitudes on the part of parents, student, and teachers. (Contains 31 references.) (EV)

ED 404 039 PS 025 101

Reynolds, Mary Ruth; And Others
Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Dramatic Play; *Emergent Literacy; Focus Groups; Literacy; Play; Preschool Children; Preschool Education; Pretend Play; *Story Telling; Teacher

members to explore their feelings and vulnerabilities. (SV)

ED 404 056 RC 020 811

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Culture; American Indian Education; Cultural Context; Elementary Secondary Education; *Environmental Education; Higher Education; Inservice Teacher Education; *Outdoor Education; Program Evaluation; Secondary School Students; *Teacher Workshops; *Wetlands
IDENTIFIERS- *Environmental Attitudes; *Wisconsin; World Views

Wetland Perspectives, a 2-week teacher workshop held in July 1995, aimed to increase teacher understanding of some aquatic habitats of Wisconsin through Western scientific and Native American cultural perspectives. Workshop objectives included giving participants a more complete understanding of Wisconsin's wetlands, an opportunity to learn about Native American culture and issues related to classroom presentation of cultural perspectives on the environment, an understanding of the values of natural areas and how these values are related to cultural paradigms, and materials and contacts to help integrate environmental education into specific teaching disciplines. The workshop combined practical hands-on activities, field trips, panel discussions, and lectures to allow educators to learn about the ecology, hydrology, and cultural significance of these aquatic habitats. The 2-week workshop included a week at Lac Courte Oreilles Reservation near Hayward, Wisconsin, and a week at Madison, Wisconsin, where participants met with representatives of environmental education organizations and worked with computer programs related to their educational interests. Although the workshop was tailored to the needs of the six teacher participants, various activities were also attended by Native American teenagers. Five teachers completed program evaluations, in which they affirmed the success of the program and offered specific suggestions for program improvement. Appendices include workshop activities calendar and evaluation questionnaire with teacher responses. (SV)

ED 404 057 RC 020 831

Kemmis, Daniel
Community and the Politics of Place.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Citizenship Responsibility; *Community; Community Relations; Educational Principles; *Politics; *Rural Economics; *Rural Environment

include creating group unity and a family atmosphere through intense group experiences, all-staff retreats, newsletters, and continuing education; offering leadership opportunities within the organization; using self-evaluation as a means of improvement; and encouraging learning of new skills. Parameters specific to running a college outdoor program include remembering that student instructors are volunteers, setting timetables to encourage student attention to deadlines, and coping with the student criticisms that come with a family atmosphere. (SV)

ED 404 074 RC 020 914

Daffern, Tony
Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
PUB DATE- 96
NOTE- 11p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Group Dynamics; *Risk Management; *Safety; *Skiing
IDENTIFIERS- Avalanches; *Risk Assessment; *Snow

This paper provides information and strategies to reduce the risk of encountering an avalanche when skiing or climbing on steep slopes. Skiers must recognize that the risk exists, be aware of their own tolerance for risk, and not allow companions to pressure them into taking more risk than they can tolerate. Ideally, one should ski with a small group of similar ability and similar risk tolerance. Four is a good group size--small enough to be manageable and large enough to deal with avalanche rescue. A good skier making smooth turns stresses the slope less than a falling skier. Basic safety tips include carrying and knowing how to use basic safety and rescue equipment, skiing familiar slopes, making a habit of forming an opinion about snow stability, listening to weather and avalanche forecasts, and waiting for the right conditions. "Snowcraft" entails observing and storing minute details to build up a picture of snow conditions. Some things to look for are evidence of avalanching, wind direction, aspect of the slope to sun and wind, texture of the snow surface, feelings of settling underfoot, and the way the skis move through the snow. Instructions are provided for various tests of snow stability: ski pole test, digging a snow pit, shovel shear test, compression test, loaded column test, and Rutschblock test. Procedures for stability evaluation are summarized, and suggestions are offered for managing groups of skiers and for skiing safely and with the least stress to the slope. (SV)

ED 404 075 RC 020 915

Hanna, Glenda
Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
PUB DATE- 96
NOTE- 9p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Alaska Natives; *American Indian Literature; American Indians; *Authors; College Students; Conferences; Conservation (Environment); *Creative Writing; Higher Education; High Schools; High School Students; Lesson Plans; *Mentors; Poetry; *Story Telling; *Writing Workshops
IDENTIFIERS- Literary Canon; World Views

This book describes the "Returning the Gift" project, designed to create new opportunities for North American Native writers to share their work with Native youth, the overall Native community, and the general public. The project included a festival that brought together over 200 current and emerging Native American writers (Norman, Oklahoma, July 8-11, 1992); creation of several organizations; publication of a directory of North American Native writers; and outreach writing workshops in schools. "The Eighth Generation: Native Writing in the 21st Century" (Joseph Bruchac III) introduces the book, and "Celebrating the Vision" (Lee Francis) provides personal observations of the writers festival. Edited excerpts of talks given at the festival's four plenary sessions summarize each speaker's message on major themes. The session titles, themes, and speakers were: (1) "Writing for Our Children, Writing for Ourselves"--Native writing and Native identity (Leslie Marmon Silko), storytelling (A. C. Ross, Vi Hilbert), poetry writing (Eleanor Sioui), writing in Native languages (Ofelia Zepeda, Harold Littlebird); (2) "Emerging Native Images"--weaving together our community voice (Beth Brant), Natives in the media (Alex Jacobs/Karoniaktatie), Native writing and autobiography (Nora Dauenhauer, Robert L. Perea, A. C. Ross), teaching Native literature (Carroll Arnett/Gogisgi, Carter Revard, Denise Sweet); (3) "Entering the Canons"--our place in world literature (Lance Henson, Kelly Morgan, Daniel David Moses, Jeannette C. Armstrong); and (4) "Earth and the Circle of Life"--Native writers and the environment (Eleanor Sioui, Linda Hogan, Barney Bush, Elizabeth Woody, Lincoln Tritt). "Combining Voice with Vision" (James Bruchac) describes the writing workshops held in schools throughout Indian country. Eight lesson plans from the workshops include grade level, names of texts, discussion themes and questions, and writing exercises. The plans were developed by Rudy Martin, Lance Henson, Joseph Bruchac III, M. Cochise Anderson, Roberta Hill Whiteman, and Jeanetta L. Calhoun. "The Wordcraft Circle Vision" (Lee Francis) describes a project that links writing mentors and apprentices. Mentors provide practical tips in "Practical Advice When Writing Poetry" (Cheryl Savageau); "Letter to an Apprentice Poet" (Charles Brashear); "Advice to a Wannabe Professional Writer" (D. L. Birchfield); "The Art of Traditional Storytelling" (Gayle Ross); "The Art of Contemporary Storytelling" (Sherman Alexie); and "The Performing Poet As an 'Almost Storyteller'" (Carol Lee Sanchez). An anthology presents poems and short stories by student participants in the festival, workshops, and mentoring circles. Also includes contributor profiles and pieces by project mentors. (SV)

ED 404 092 RC 020 934

Kaufman, Polly Welts
Women Teachers on the Frontier.
PUB DATE- 84

resource and activity guide for K-12 teachers in the Pacific Northwest. Each of these four volumes is a compilation of outstanding articles and activities from past issues of "Clearing." Volume I (Issues 1-20) presents 47 articles organized into four sections: "Spring," "Summer," "Autumn," and "Winter." Topics covered in the articles include bird watching, origami, investigating environmental issues, Native Americans, and recycling. Volume II (Issues 21-40) presents 37 articles and activities on topics such as: global awareness, dunes, El Nino, wetlands, and Earth magic--listening to the Earth. Volume III (Issues 41-60) presents 47 articles and activities on topics such as: exemplary programs in environmental education, tropical rainforests, biological diversity, hazardous waste, plastics in the marine environment, and oil spills. Volume IV (Issues 61-80) contains 75 articles and activities that cover topics such as: plastic recycling, Native American oral traditions in environmental education, ozone trends, dwindling northwest salmon, garbage, Chief Seattle, and computer-aided environmental education.

ED 404 108 SE 054 021

House, J. Daniel
Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
PUB DATE- Nov 93
NOTE- 39p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Oakbrook Terrace, IL, November 4-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *College Mathematics; *College Students; *Educational Background; Higher Education; High Schools; *Mathematics Achievement; Mathematics Education; Predictor Variables; *Student Attitudes; Surveys

A number of studies have examined the relationships between noncognitive variables, such as academic self-concept and achievement expectancies, and subsequent academic performance. Results from a recent study indicated that noncognitive variables were more effective predictors of college chemistry grades than were admissions test scores or high school coursework. The purpose of this study was to investigate the predictive relationship between initial student attitudes, admissions test scores, high school mathematics coursework, and subsequent achievement in college mathematics. Subjects (n=958) were students who began as new freshmen during the same fall semester and took a Finite Mathematics course during their freshman year. The results indicated that students' noncognitive characteristics were significant predictors of subsequent achievement in college math. Contains 55 references. (Author/MKR)

ED 404 109 SE 054 091

Misiti, Frank L., Jr.; Shrigley, Robert L.
The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.
PUB DATE- 94
NOTE- 33p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Instructional Materials; Intermediate Grades; Junior High Schools; *Newsletters; Science Activities; *Science Education; Science Materials; *Scientific Literacy
IDENTIFIERS- *BioRap

The American public continues to be perplexed by the substandard reading, math, and science skills of students. Science information alone is growing at a rate that will make it very difficult for many, especially students with feeble science knowledge and skills, to become scientifically literate. This research describes the development, distribution, and evaluation of a biomedical oriented newsletter named BioRap for sixth to eighth grade students. BioRap is designed in a weekly reader type format and provides current, relevant information to children in a more cost-effective manner. Expert faculty at major universities, research scientists at drug companies and hospitals, veterinarians, physicians, etc. serve as content resources for BioRap. Based upon data gathered from teachers who have used BioRap, it was concluded that BioRap has a strong potential for use in the classroom. Its short length allows flexibility in when and how teachers can introduce BioRap into the curriculum. It is believed that BioRap shows great promise as a vehicle to improve the science literacy of adolescents. (ZWH)

ED 404 130 SE 054 952

Gunstone, Richard; And Others
Conceptions of Quality Learning Held by High School and University Physics Teachers.
PUB DATE- Apr 94
NOTE- 33p.; Paper presened at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Educational Quality; Foreign Countries; Higher Education; High Schools; Physics; *Science Education; *Science Teachers; *Teacher Attitudes
IDENTIFIERS- Australia (Victoria)

In order to improve physics education some believe that it is necessary to consider teachers' view of quality learning in a specific content context. This report was developed to provide descriptions and comparisons of the conceptions of quality learning held by twelfth grade teachers (n=14) and academics of physics. Results revealed that among the high school teachers was a widespread acceptance of the value of many of the features associated with quality learning (e.g. the importance of integrating and linking for quality learning. A clear exception to this is for the item labeled "students taking responsibility for their own learning." Only six of the fourteen secondary respondents made comments relevant to this issue, and most of these were in the context of experimental work and/or affective dimensions of physics learning. The academics on the other hand expressed views different from those accepted by the study as quality learning. The most collective feature of the views of this group is that they tend

NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Foreign Countries; Junior High Schools; *Science Curriculum; *Science Education
IDENTIFIERS- *Australia

One of a series of documents produced by a collaborative curriculum development project in Austtralia, this book is designed to assist in the improvement of teaching and learning science and to provide a common language for reporting student achievement. The book begins with a chart presenting curricular outcomes. The book is then divided into eight achievement levels that reflect the full range of student achievement during the compulsory years of schooling. Each of the eight levels includes a statement; table of outcomes; and descriptions of the progression of learning achieved by students in: (1) Earth and Beyond; (2) Energy and Change; (3) Life and Living; (4) Natural and Processed Materials; and (5) Working Scientifically. Contains student work samples. (AA)

ED 404 150 SE 057 424

Gardner, Paul L., Ed.
Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
PUB DATE- 92
NOTE- 437p.; For volumes 19 and 21, see ED 327 377 and ED 351 190. For volumes 23-24, see SE 057 425-426.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Constructivism (Learning); Early Childhood Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Science and Society; *Science Education
IDENTIFIERS- Australasia

This volume contains 48 papers and 9 abstracts/research notes. Titles include: "Alternative constructs and cognitive development: commonalities, divergences and possibilities for evidence"; "Discipline knowledge and confidence to teach science: self-perceptions of primary teacher education students"; "Teacher beliefs about learning and teaching in primary science and technology"; "Physics teachers' action-research experiences with a teaching module on 'Force'"; "Learning in interactive science centres"; "Progression in learning science"; "Students' perceptions of an innovative university laboratory program"; "An ecological perspective on research with computers in science education"; "Student perceptions of technology and implications for an empowering curriculum"; "Classroom behaviour settings for science: what can pre-service teachers achieve?"; "The importance of selected textbook features to science teachers"; "Development of an instrument for measuring attitudes or early childhood educators towards science"; "Combining issues of 'girl-suited' science teaching, STS and constructivism in a physics textbook"; "What has happened to intuition in science education?"; "Reconstructing the interactive science pedagogy: experiences

(Mathematics)

This paper reviews the current theory and research on algebra/mathematics word problems. First, the major research findings are identified and summarized along with the theoretical perspectives that produced the research. The findings are then interpreted from the perspectives of traditional and wholetheme approaches. Also, a sample methodology of each approach is presented to provide a concrete understanding of the differences between the two. Contains 14 references. (Author/AA)

ED 404 168   SE 059 695

Davis, Abiola C.
Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
PUB DATE- 31 Dec 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; Business; *Disabilities; Doctoral Degrees; *Engineering; *Females; Higher Education; *Minority Groups; Private Sector; Public Sector; *Scientists; Surveys

This data brief summarizes the employment patterns of women and minority (Blacks, Hispanics, and American Indians) scientists and engineers in the public and private sectors according to level of education. Among scientists and engineers with bachelor's degrees, underrepresented minorities were least likely to be employed in a private for profit company in 1993 compared with their representation in the general population. Underrepresented minorities with bachelor's degrees in science and engineering were the most likely of any group to be employed in government while women were less likely to be employed in government. Among scientists and engineers who held doctoral degrees, higher percentages of women and underrepresented minorities were employed in universities or 4-year colleges than any other demographic group in 1993. Asian doctoral scientists and engineers were more likely to be employed in the private, for-profit sector than all other groups. Of scientists and engineers with doctoral degrees, less than 13% of women and approximately 17% of underrepresented minorities were computer/math scientists or engineers. (PVD)

ED 404 169   SE 059 702

Whitin, Phyllis; Whitin, David J.
Inquiry at the Window: Pursuing the Wonders of Learners.
PUB DATE- 97
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Classroom Techniques; Cooperation; *Curiosity; *Discovery Processes; Educational Philosophy; *Experiential Learning; Field Instruction; Grade 4; *Inquiry; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Problem Solving; Process Education; Questioning Techniques; Science Education; Science Process Skills; Student Journals

This book describes inquiry learning during a year-long classroom exploration with 4th graders, which began with setting up a

PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); *Demography; *Developed Nations; Engineering; Foreign Countries; Higher Education; *Human Resources; Research and Development; *Sciences; Scientists; *Technology
IDENTIFIERS- National Science Foundation; Western European Union

The countries discussed in this report are mainly Western European and are those from which modern science, analytical methods, and inductive and deductive reasoning arose in the 17th and 18th centuries. This report has been prepared to provide as consistent a database as possible on human resources for science in the specified European countries. In addition to data on population, education, and science and technology personnel, 17-year time series are included on gross domestic product and research and development expenditures. These data also provide the basis for key indicators of future growth and demand for scientists and engineers. A concluding section of the report discusses prospects for the future based on trends in the growth and integration of European science and technology. The data are displayed using numerous charts, graphs, and appendices. Contains 113 references. (DDR)

ED 404 188 SE 059 735

Parsons, Beverly Anderson; Jessup, Patricia
Celebrations & Challenges: A Report on Science Education Improvement.
PUB DATE- Nov 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Educational Improvement; *Educational Innovation; Elementary Education; Hands on Science; Inquiry; *Leadership Training; *Learning Strategies; Program Development; *Science Education; Teacher Attitudes
IDENTIFIERS- Michigan

This report documents the efforts of 15 Michigan school districts to bring about long term changes and improvement in the way science is taught to elementary school students. Over a three year period encouraging results on several fronts were noted, among which were improvements in student learning; an increase in teachers' abilities, confidence, and commitment; and the development of school and district leadership strategies. The work of these districts has also yielded valuable lessons about the challenges and complexities of bringing about constructive, lasting change in science education. This report provides insight into what was accomplished, what support structures and processes helped the districts improve, and implications for districts, support agencies, and funders who are seeking to improve science education. Appendices include: background on system change; a 19-item bibliography; stages of system change; and the 15 Michigan school districts. (DDR)

ED 404 189 SE 059 737

Farenga, Stephen J.; And Others
Prototype of a Procedural Knowledge Teaching Model.
PUB DATE- Jun 96
NOTE- 26p.; Paper presented at the Annual Conference of the New York State Association for Computers and Technologies (31st, Catskill, NY, June 1996).

high level vocational training of scientists and technicians in the latest technologies and of managers and administrators in the control and handling of increasingly complex systems. (DK)

ED 404 207 SO 024 402

Papadopoulos, George S.
Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.
PUB DATE- Feb 94
NOTE- 18p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Policy; *Educational Strategies; *Educational Trends; Foreign Countries; Futures (of Society); Global Approach; Politics of Education

In any international discussion about the future of education, a first requirement is to reach consensus on the general principles and objectives that should guide future educational policy thinking and practice. The starting point must be recognition of the universality of human needs and aspirations to which education everywhere should be directed, accompanied by equal recognition of the main contextual factors and forces that influence these directions and their applicability, according to the particularities of different regional and national situations. The purpose of this paper is to make a contribution to such a discussion. Against the background of broader social, economic, and cultural trends and needs it endeavors to: (1) identify the main objectives and problems that will confront future education policies; (2) outline strategic approaches to the redefinition of such policies; and (3) suggest specific areas and issues in educational policy thinking and in the organization and practice of education that can contribute to the realization of these policies. In doing this, the paper draws heavily on the experience of the advanced industrialized countries. While this experience may not be seen as immediately relevant to other, less developed regions in the world, the experiences of one group of countries can provide both positive and negative lessons from which others can benefit when the concern is with long term policy rather than the operational dimensions of the problems discussed. (DK)

ED 404 208 SO 024 403

Ordonez, Victor M.
Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
PUB DATE- Mar 94
NOTE- 7p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Developing Nations; Economic Development; *Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Human Capital; National Programs
IDENTIFIERS- *Basic Education; United Nations

ED 404 226 SO 025 745

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
SPONS. AGENCY- American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.; American Alliance for Theatre and Education.; Music Educators National Conference, Reston, Va.; National Art Education Association, Reston, Va.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Aesthetic Education; Art; Art Expression; *Dance; Dance Education; Elementary Secondary Education; Fine Arts; Humanities; *Music; Music Education; *Theater Arts; *Visual Arts
IDENTIFIERS- National Arts Education Standards

These arts standards represent a consensus concerning what every young student should know and be able to do in the arts. The Consortium of National Arts Education Associations believes that every student at every level, pre-kindergarten through grade 12, should have access to a balanced, comprehensive, and sequential program of instruction in the arts, taught by qualified teachers. The opportunity-to-learn standards in this book include standards for: (1) curriculum and scheduling; (2) staffing; (3) materials and equipment; and (4) facilities. The book is divided into four sections: (1) dance; (2) music; (3) theater; and (4) visual arts. These sections function as semi-independent units with a reference list at the end of each section to provide further sources for consultation. (EH)

ED 404 227 SO 025 946

Stevens, Phillips, Jr., Ed.
Folk Arts in Education.
PUB DATE- 87
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Anthropology; Art Education; Ballads; Community Resources; Cultural Maintenance; Dialect Studies; Elementary Secondary Education; *Folk Culture; Foreign Countries; Music; Music Education; Oral Tradition; Popular Culture; School Community Relationship; Social Attitudes
IDENTIFIERS- Folk Music; Great Britain; *New York

This serial issue contains a special section with five articles all on the subject of "Folk Arts in Education": (1) "Folk Arts-in-Education Programs in New York State" (Kathleen Mundell); (2) "The Cultural Heritage Project: Presenting Traditional Arts in a Suburban Setting" (Kathleen Mundell); (3) "Folk Arts in Newark Valley: An Upstate New York Arts-in-Education Program" (Catherine Schwoeffermann); (4) "Folk Artists in Staten Island Schools: Developing a Workable Model for Larger Communities" (Nancy Groce; Janis Benincasa); and (5) "The Rondout Valley Folklore Project, 1981-Present" (Jane McClure). (NP) class was taught a unit on Mexico using an interdisciplinary approach and children's trade books, maps, and videos that addressed the topic. A pretest and posttest measured achievement and included a brief attitudinal survey. The hypothesis that there would be no significant difference between the samples was accepted. Contains 42 references and 4 appendices including pre- and posttest raw scores, the attitude survey, and teaching materials. (Author/JAG)

ED 404 250 SO 026 543

Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.
PUB DATE- 93
NOTE- 51p.; For earlier version, see ED 316 490.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Education; *Economics; Elementary Education; *Elementary School Curriculum; Government (Administrative Body); Language Arts; Mathematics Instruction; *Social Studies

This publication is an annotated bibliography that focuses on teaching elementary students the basics of economics. Most of the materials presented in this publication are supplements and have been developed by companies or educational professionals of the national economic education network. The importance of economics today must begin by introducing the basics to elementary students in order to give them a good foundation understanding. This booklet offers teachers ideas and examples of forms and topics that may be used in their classroom. The topics or content areas covered are the basic economic problem, measurement of the economy, government, economic systems, financial systems, market system, social studies, reading, language arts, science, and mathematics. The appendix includes an outline of the economic content areas and the evaluation form. (JAG)

ED 404 251 SO 026 544

Bauer, Norman J.
Social Foundations of Education and the Debate about Flag Desecration.
PUB DATE- Jan 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional Law; Democracy; Higher Education; Preservice Teacher Education; *Social Attitudes; Symbolism; Values
IDENTIFIERS- *Flag Burning; *Flags; United States Constitution

Debates about flag desecration present sensitive issues. This opinion paper examines the defeat of the flag burning amendment to the U.S. Constitution, which would have read "The Congress and the States shall have power to prohibit the physical desecration of the flag of the United States." The most talked about points in the congressional debates are identified, along with the issue that was not discussed nearly enough--that of the flag as a symbol. The flag represents the core values in society to worship freely, express one's views, vote, and participate in associations of one's choosing. Burning the flag "does not mitigate the significance of such cherished, core arts participants. The National Endowment for the Arts attempted to determine the scope of adult public participation in the arts through the Surveys of Public Participation in the Arts (SPPA) of 1982, 1985, and 1992. Conducted by the U.S. Bureau of the Census and originally focused on participation and attendance of events related to opera, ballet, classical music, art museums, musicals/operetta, and plays, the later surveys included a look at other forms such as weaving, photography, sculpting, and attendance at art/crafts events and movies. The document is organized into 4 sections. Section 1 looks at the number and proportions of individuals involved in various types of hands-on activities through creation or performance of art. The extent of hands-on arts participation is compared with other dimensions of art participation, including arts attendance, arts media involvement, and taking art classes. Section 2 profiles personal arts participants as a group according to demographic backgrounds and involvement, participation, or preference for various activities. Section 3 looks at each group of participants according to the specific art form. Section 4 summarizes the patterns and highlights the findings on personal art activities. The Appendix provides additional data tables and 1982 and 1992 survey questionnaire information regarding methodology and measuring sampling. (MM)

ED 404 274 SO 027 490

Wolf, Aline D.
How To Use Child-Size Masterpieces for Art Appreciation: A Parent and Teacher Handbook for Matching, Pairing, Sorting, and Sequencing Postcard-Size Reproductions.
PUB DATE- 96
NOTE- 75p.; Originally titled "Mommy It's a Renoir!"
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; *Art Appreciation; Art History; Artists; Early Childhood Education; Educational Games; Elementary Secondary Education; Learning Activities; *Manipulative Materials; Preschool Children

This handbook presents activities for teaching art appreciation to pre-school children. Based on the premise that young children learn primarily through the experience of handling and manipulating materials, child-size art postcards are indicated as a teaching tool. These postcards are readily adaptable to many different methods of displaying, comparing, and sorting. The exercises are graded into levels of difficulty in "Steps," which include: (1) "Matching Identical Paintings"; (2) "Pairing Companion Paintings"; (3) "Grouping Paintings by One Artist"; (4) "Learning Names of Artists"; (5) "Names of Famous Paintings"; (6) "Schools of Art"; (7) "Sorting Schools of Art"; and (8) "Using a Time Line." Appendices include "Instructions for Making Materials"; "The Schools of Art in History"; and a "List of Painters with Pronunciation Guide." (MM)

ED 404 275 SO 027 491

Cornia, Ivan E.; And Others
Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.
PUB DATE- 94

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Environmental Influences; Family Life; *Health Education; *Health Promotion; Hygiene; Kindergarten; Learning Activities; Lesson Plans; Nutrition Instruction; Primary Education; Safety Education; Self Esteem; *Skill Development; Substance Abuse; Teaching Guides; Workbooks

This set of health education materials for kindergarten includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the kindergarten lessons is on building self esteem. (LL)

ED 404 295 SP 035 050

Garzino, Mary S.; And Others
Actions for Health: Grade 4. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 419p.; Several large classroom posters not included here. For kindergarten materials, see SP 035 049; for grades 1-3, see ED 358 070-072, for grades 4-6, see SP 035 050-052; for Administrator's Guide, see SP 035 053.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Elementary School Students; Elementary School Teachers; Environmental Influences; Family Life; Grade 4; *Health Education; *Health Promotion; Hygiene; Intermediate Grades; Learning Activities; Lesson Plans; Nutrition Instruction; Safety Education; Self Esteem; *Skill Development; Substance Abuse; Teaching Guides; Workbooks

This set of health education materials for grade 4 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 4 lessons is on health assertiveness (a skill that involves resisting pressures to choose options that are inconsistent with personal, family, or cultural values). (LL)

ED 404 296 SP 035 051

Garzino, Mary S.; And Others
Actions for Health: Grade 5. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 395p.; Several large classroom posters not included here. For kindergarten materials, see SP 035 049; for grades 1-3, see ED 358 070-072; for grades 4-6, see SP 035 050-052; for Administrator's Guide, see SP 035 053.
LANGUAGE- English

efforts to facilitate minority student transfers, serve students with learning disabilities, and improve retention rates of freshmen students; (2) data on enrollment, student persistence and degree completion, and minority and female employment; (3) provisions of the Higher Education Cooperation Act and specific public college and university programs directed toward minority and female students, students with disabilities, and staff; and (4) studies and program evaluations. Appendixes include a bibliography of 1996 Illinois Board of Higher Education reports on underrepresented groups; 23 data tables; and summaries of 1996 institutional reports. (CH)

ED 403 860 HE 029 942

Graham, Hugh Davis; Diamond, Nancy
The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
PUB DATE- 97
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; Educational Trends; *Faculty Evaluation; Faculty Publishing; *Federal Aid; Federal Programs; Higher Education; *Institutional Evaluation; Private Colleges; Productivity; Public Colleges; Public Policy; Research; *Research Universities; Scholarly Journals; Science Education; Selective Colleges; Universities; Writing for Publication
IDENTIFIERS- *Carnegie Commission Report

This book interprets the postwar rise of American elite universities to global research leadership, emphasizing the distinctive features of American higher education including: decentralized administration; a large and pluralistic market of public and private institutions; and intense competition for students, faculty, and research funding from federal agencies. The methodology employed moves beyond traditional rating methods and instead uses an empirical analysis of faculty productivity. Faculty research achievements at more than 200 institutions are measured across academic fields and in per capita terms. The book identifies 50 leading research universities, including 32 not previously top-ranked in national surveys and excludes 12 that hold membership in the Association of American Universities. Six chapters examine: the origins of the American research university, the revolution in federal science policy in the immediate postwar years, the "golden decade" of the 1960s, a stagnant decade in the 1970s, and the revival of federal funding and research in the 1980s. Two chapters which discuss public research universities, private research universities, and the rising institutions are based upon the Carnegie Commission's 1987 universe of 213 doctorate-granting universities. Two appendixes provide institutional data for 203 research universities and per capita scores. Notes on methodology and sources follow. (Contains 500 reference notes.) (CH)

ED 403 861 HE 029 943

Learn and Serve America. Higher Education Program Descriptions, 1996.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Society); Higher Education; Holography; Internet; Learner Controlled Instruction; Multimedia Instruction; Optical Data Disks; Prediction; Preservice Teacher Education; Qualitative Research; *Student Attitudes; *Student Teachers; *Technological Advancement; Virtual Reality
IDENTIFIERS- Access to Computers; *Preservice Teachers

A qualitative study was conducted to determine the perceptions of preservice teachers on how computers will be used in schools in the future. Undergraduate students (n=40) were given a 60-minute multimedia presentation on how computer and multimedia technologies are used in schools, followed by group discussions on the ways in which computers will be used in schools in 10 years, and an assigned one-page essay addressing the topic. The study revealed that preservice teachers have high expectations for using computers in their classrooms, some of which are unrealistic for the next 10 years. Many students felt that assignments and materials will be accessed via electronic mail or the Internet (n=37); software will be personalized, self-paced, and written by students (n=32); virtual reality, CD-ROMs, and holograms will be commonplace (n=31); and computers will be voice-activated and have touch-screens (n=30). Other students felt the teacher will still be the center of the classroom and computers will be used for grades and attendance records (n=25); every student will have a computer (n=23); computers will replace books and floppy disks will replace paper (n=18); computers will control fire drills, demonstrations, and career exploration (n=13); computer equipment will not be expensive and computer access will be limited (n=1). Student perceptions and further research are discussed. (Contains 10 references.) (SWC)

ED 403 879 IR 018 235

Schnackenberg, Heidi L.; And Others
View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
PUB DATE- Feb 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Educational Facilities; Educational Facilities Design; Educational Quality; Graphic Arts; *Information Dissemination; Interviews; Observation; *Outdoor Education; Program Effectiveness; *Signs; Surveys; *Visual Aids; Visual Learning; Visual Stimuli; *Zoos
IDENTIFIERS- Arizona (Phoenix); Customer Satisfaction; Phoenix Zoo AZ; Reptiles; *Visual Communication

Almost all of what people learn from outdoor educational settings such as zoos and gardens stems from the exhibits themselves or signs about the exhibits. Evaluation of the various forms of visual communication in outdoor educational settings is necessary to determine the effectiveness of exhibitions, educational activities, and/or conservation programs. A preliminary study was conducted at the Phoenix Zoo, in the Arizona Trail--Reptile Section, to determine visitor use and satisfaction. Study techniques included pre- and post-viewing surveys, interviews, and observation of visitors. The most frequently described fact that visitors remembered was the information contained on a sign developed by a school group explaining the difference between "venomous" and "poisonous."

(150)

DESCRIPTORS- *Access to Information; Information Needs; Integrated Library Systems; Internet; Librarians; *Online Searching; *Relevance (Information Retrieval); Research Needs; *Search Strategies; User Needs (Information); User Satisfaction (Information); *World Wide Web

IDENTIFIERS- *Computer Searches; *Search Engines

Searching on the world wide web can be confusing. A myriad of search engines exist, often with little or no documentation, and many of these search engines work differently from the standard search engines people are accustomed to using. Intended for librarians, this paper defines search engines, directories, spiders, and robots, and covers basics for searching, providing criteria for choosing search engines as well as comparing some available search engines. Because the Internet is always growing and because search engines search in different ways and different parts of the Internet, doing the same search using different search engines will often produce widely differing results. Even yesterday's search will yield completely different results today. The concept of an expert as someone who knows almost everything about a subject is no longer valid. A better definition may be that an expert is someone who adapts to new information, digests it more quickly, and soon is hungry for more. A selected bibliography of articles on world wide web search engines is provided. (Author/SWC)

ED 403 897 IR 056 270

McKiernan, Gerry

Casting the Net: The Development of a Resource Collection for an Internet Database.

PUB DATE- 96

NOTE- 8p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *Access to Information; Cataloging; *Computer Software Development; Databases; *Electronic Libraries; Higher Education; Information Technology; *Internet; Research Tools; *Scientific and Technical Information; Search Strategies; World Wide Web

IDENTIFIERS- Barriers to Information; Iowa State University; Library of Congress Classification; Prototypes

CyberStacks(sm), a demonstration prototype World Wide Web information service, was established on the home page server at Iowa State University with the intent of facilitating identification and use of significant Internet resources in science and technology. CyberStacks(sm) was created in response to perceived deficiencies in early efforts to organize access to Internet resources and the inherent inadequacies of original and current Internet directories and search services. It has adapted the Library of Congress classification scheme and "neo-conventional" functionality as mechanisms for managing access to the growing number of information sources made available over the Internet in recent years. This paper reviews the general features of CyberStacks(sm), analyzes the decision

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Community Services; *Economic Impact; Higher Education; Library Acquisition; Library Circulation; Library Collection Development; Library Cooperation; Library Expenditures; Library Facilities; Library Funding; Library Personnel; *Library Role; *Library Services; *Library Statistics; Literacy; Public Libraries; State Libraries; Statewide Planning; User Needs (Information); Users (Information)
IDENTIFIERS- *Louisiana

Libraries in Louisiana strengthen the economy and serve the people. Libraries and their employees play a significant role in the Louisiana infrastructure, consuming state goods and services, complementing educational institutions, creating a literate citizenry, and providing cost effective access to information for business, industry, government officials and employees, private citizens, and students. This pamphlet summarizes the economic and service impact of Louisiana public and academic libraries in 1996, providing data and statistics on topics including: the value of the state's public and academic library collections; taxes derived from library employees; library operating and collection development expenditures; costs of renovations; grants; literacy and unemployment rates; per capita public library expenditures; role of public libraries in Louisiana; number of visits to public libraries, number of library cards, and number of books borrowed; access; operating hours; and voter support for Louisiana libraries. The pamphlet also covers the role and services of the State Library of Louisiana. (SWC)

ED 403 916 IR 056 314

Tyckoson, David A., Ed.
Enhancing Access to Information: Designing Catalogs for the 21st Century.
PUB DATE- 91
NOTE- 243p.; Has also been published as "Cataloging & Classification Quarterly, volume 13, numbers 3/4, 1991."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; *Access to Information; Bibliographic Databases; Bibliographic Records; *Computer System Design; Electronic Libraries; *Futures (of Society); Higher Education; Hypermedia; Internet; Library Automation; *Library Catalogs; Library Collections; Library Instruction; Library Technical Processes; Microforms; *Online Catalogs; Online Systems; Screen Design (Computers); Technological Advancement
IDENTIFIERS- Call Numbers; Georgia Institute of Technology; Library of Congress Subject Headings; Remote Access

This book addresses the problem of when a library has limited catalog access, and explores various technological methods to expand the catalog beyond its traditional boundaries. Fourteen chapters describe catalog projects in individual libraries: (1) "Enhancing Access to Information: Building Catalogs for the Future" (David A. Tyckoson); (2) "The Twenty-First Century Limited: Designing Catalogs for the Next Century" (David A. Tyckoson); (3) "Bibliographic Records Enhancement: From the Drawing Board to the Catalog Screen" (Jim Dwyer); (4) "Enhancing Access to the Library's Collections: A View from an recruitment. Student feedback about the improvements has been positive. (HAA)

ED 403 932 JC 970 095

Central Florida Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 6p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Curriculum Development; Discussion; History Instruction; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Central Florida Community College

In 1996, Central Florida Community College (CFCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. CFCC's principal goals were to promote conversation among faculty about American identity and to assist in carrying these discussions into the classroom. The primary mechanism for implementing the program was a series of faculty "brown bag" round table discussions, which addressed issues regarding immigration to America, American identity, and textbooks. The program's other main accomplishments were: an Interdepartmental Discussion Session, where a speaker addressed the entire faculty, challenging the college to encourage the college to continue to grapple with the question of American identity; a film series, including two movies about Mexican-Americans and Native Americans; the creation of two new courses introducing multicultural education; and curriculum revisions for two humanities courses, which were expanded to include identity and diversity issues. The only obstacle the program faced was that a plan for a nationally recognized key-note speaker was not implemented due to a lack of funds. Future events include several speakers, discussions, and art and literary exhibitions. (HAA)

ED 403 933 JC 970 096

Chesterfield/Marlboro Technical College, AACC Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Pluralism; Culture; Curriculum Development; History Instruction; Interdisciplinary Approach;

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; *Cultural Pluralism; Discussion; *Films; Interdisciplinary Approach; *Multicultural Education; Program Descriptions; Reading Materials; Two Year Colleges; United States History; United States Literature
IDENTIFIERS- Mississippi Gulf Coast Community College

In 1996, the Mississippi Gulf Coast Community College participated in the American Association of Community Colleges' Exploring America's Communities project, which worked to strengthen the instruction of American history, literature, and culture at U.S. community colleges. The primary objective of the college's action plan was to establish a team-taught, interdisciplinary course using films, historical readings, and literary works to examine the American experience. The course would attempt to explore America's process as a polyglot attempting to assimilate its diverse population, but which often divided itself along lines of race, prejudice, bigotry, religion, and sex. To involve colleagues, at least one workshop on multiculturalism was planned. The following three accomplishments were made: four workshops on multiculturalism were held, reaching approximately 250 members of the college community; an additional section was added to the new course due to high demand; and the team was able to expose the students to a variety of difficult issues facing American society. The project's major obstacles included trying to cover the history of America through film, presenting so many topics, and attempting to create a balanced view of America. While some students were reluctant to acknowledge the existence of some of the situations, and others were at times embarrassed to talk about sensitive issues, the exchange of ideas underscored the multi-cultural aspects of America and emphasized the importance of mutual respect. (HAA)

ED 403 950 JC 970 113

Monroe Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; *Multicultural Education; *Participation; Program Content; Two Year Colleges; *United States History; United

Middleberg, Rona
Perspectives from the Field: The Community College Transfer Opportunity Program.
PUB DATE- Nov 96
NOTE- 8p.; Paper presented at the "Successful Community College Transfer Conference," sponsored by the Center for Urban Community College Leadership (New York, NY, November 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Credits; Community Colleges; *Counselor Role; Higher Education; Program Design; *Scholarships; *Student Adjustment; Student Personnel Services; Teacher Role; *Transfer Programs; *Transfer Students; Tuition; Two Year Colleges; Universities
IDENTIFIERS- New York University

The Community College Transfer Opportunity Program (CCTOP) was established in 1990 to help students at 11 participating community colleges transfer to and complete their baccalaureate degrees at New York University's (NYU's) School of Education. Since 1990, the program has enabled over 450 students to transfer to NYU, while the retention rate for full-time CCTOP students is 87%. CCTOP was specifically designed to help transfer students overcome three obstacles: the loss of credits, the cost of attending NYU, and the difficulties inherent in entering a large and intimidating institution. The first issue was addressed by writing individual transfer agreements that guaranteed that students who follow a given curriculum may transfer at least 60 credits to a related program of study. These agreements also guarantee that students will not have to repeat a course already successfully completed at their community college. The second issue was addressed by positioning CCTOP not as a transfer program, but as a scholarship program. Each year, community college faculty and counselors nominate 11 students for an $8,000 scholarship. To help transfer students adjust to the large university, CCTOP designated a specific liaison for the program at NYU's Office of Student Services and provides personalized attention to all students who contact the CCTOP office. Other factors involved in the program's success include support from top-level administration down, the assistance of community college transfer counselors and faculty, good communications between parties, and active and dedicated students. (HAA)

ED 403 967 JC 970 150

Lee, Beth S.
Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
PUB DATE- Nov 93
NOTE- 6p.; For the 1995 Measures of Progress reports, see JC 970 152-156.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *College Transfer Students; Community Colleges; *Enrollment Trends; Longitudinal Studies; *Participant Satisfaction; School Effectiveness; *Student Attitudes; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- Los Rios Community College District CA

ED 403 984 PS 024 316

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
PUB DATE- 1 Oct 91
NOTE- 676p.; For related manuals, see PS 024 316-319. For preliminary findings of the study, see ED 353 087. Additional results will be reported in journals during the next 2-3 years.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Data Collection; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Family Environment; *Home Visits; *Infants; Interviews; Laboratory Experiments; Longitudinal Studies; Parent Child Relationship; Parents; Questionnaires; Recruitment; *Research Design; *Research Methodology; Telephone Surveys; Videotape Recordings
IDENTIFIERS- *NICHD Study of Early Child Care

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is an ongoing, prospective, 3-year longitudinal study of over 1,300 full-term healthy infants and families from 10 sites across the United States. While the sample is not nationally representative, the subjects come from major regions of the country: the East Coast, the West Coast, the Mid-West, the North, and the South. They come from urban and from rural settings, and include minorities as well as single-parent and two-parent families. The study examines the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. The study design takes into account the complex interactions among characteristics of the family and home, of the child care environments, and of the child. Subject recruitment started in January 1991, and data collection was scheduled to end at the beginning of 1995. Data collection involved periodic telephone calls to families beginning at 3 months and home visits, child care center visits, or laboratory assessments at 1, 6, 15, 24, and 36 months. This document is volume 2 of a 5-volume operations manual that explains, in 29 chapters, the procedures used in conducting the NICHD study. Volume 2 consists of chapters 8 through 12. Chapter 8 provides instructions for conducting the follow-up telephone interview at 5 months. Subsequent chapters address the six-month visits and assessments. Chapter 9 includes: (1) general instructions for conducting the 6-month home visit; (2) information on standardized interviews and questionnaires; (3) instructions on conducting an inventory of the home environment; and (4) procedures for videotaping mother-infant interactions. Chapter 10 discusses the procedure for visiting subject children's child care centers and provides instructions on conducting an infant-toddler version of a home environment inventory. The procedure for conducting a visit with the father is outlined in chapter 11. Chapter 12 contains instructions for conducting and coding an interview intended to assess the mother's daily activities. (BC)

ED 403 985 PS 024 317

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 child advocacy group that works to make kids "count" in Illinois and to ensure that the basic needs of all children, families, and communities are met. The spring 1996 issue provides membership information and network news, as well as articles addressing the following topics: (1) improvement of early education and child care; (2) making communities stronger; (3) preventing problems and bettering the lives of children; (4) welfare reform; (5) Illinois' deficit problems; (6) block grants; (7) early intervention; (8) improving school funding; and (9) preventive health care. The summer 1996 issue contains articles which address the following issues: (1) community state partnerships; (2) children in poverty; (3) early education; (4) at-risk children; and (5) the 1996 state legislative session. The issue also provides results of the annual benefit, membership information, and an interview with a teenager overcoming the odds to succeed in school. The winter 1996-97 issue contains articles on the following issues: (1) Healthy Families America program; (2) education funding; (3) welfare to work; and (4) youth crime prevention. This issue also provides the annual report for the organization, advocacy resources, network news, and membership information. (SD)

ED 404 003   PS 024 939

Taitz, Marcy
Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Design; *Classroom Environment; Classroom Furniture; *Classroom Techniques; Conflict Resolution; Cooperative Learning; Discipline; Group Instruction; Individualized Instruction; *Participative Decision Making; Primary Education; Small Group Instruction; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs

Classroom management has become, in recent years, more frustrating and difficult for teachers as the social problems of the outside world find their way into schools. This study surveyed primary teachers from two Bronx schools to identify types of classroom management currently being used. Findings indicated that, consistent with a more democratic management philosophy, about 90 percent of the classrooms either had no teacher desk or had the desk at the side or back of the classroom, and almost all arranged student desks in clusters, with about half adding tables in learning centers. Also reflecting a move away from a teacher-dominated classroom, teaching methodologies included whole class instruction, small group instruction, cooperative learning, individualized instruction, and learning centers. Specifically related to teacher attitudes toward classroom management and discipline, most teachers considered their students to be average in manageability and shared responsibility for classroom rule-making with them. In their management philosophy, about half emphasized classroom structure and routines and allowing student input into rule-making. Almost 30 percent focused on material selection, conflict resolution, role playing, and teacher-student discussion. About 30 percent emphasized clear expectations, consistent rules, assertive teacher management, and tangible rewards and punishment. Most teachers asserted

DESCRIPTORS- Academic Achievement; Adolescents; Agency Cooperation; Child Development; Child Health; Children; Child Welfare; *Family (Sociological Unit); Family Financial Resources; Family Needs; Infant Mortality; Intervention; Mortality Rate; Poverty; *Prevention; Program Descriptions; *Social Services; State Agencies; *State Programs; Well Being
IDENTIFIERS- *Family Connections Program; *Georgia

This report presents activities of the Family Connection initiative in Georgia, whose aim is systemic change and improvement in child health, child development, family functioning, school performance, and family economic capacity. Section 1, "The National Context," illustrates how Family Connection efforts reflect a national recognition that social services should focus on families and communities, respect family cultural groups, and allow common forms and procedures. Section 2 "The State Context," describes Family Connection as one of several community-based state reform efforts in Georgia guided by the Georgia Policy Council for Children and Families. Section 3, "The Family Connection: Systems Change in Action," outlines the program's expansion from 1991 through 1996. Section 4, "Family Connection Contacts," lists contacts for each county. Section 5, "Counties and Communities: Making Progress Throughout the State," comprises the bulk of the report and describes specific, county-based Family Connection initiatives in two areas: (1) linking families to services, including developing comprehensive school-linked services, pooling resources to reach specific age groups, creating family resource centers, and building on family strengths; and (2) collaborating to achieve results, including moving from planning to implementation, and taking more steps toward Georgia's vision for children and families. The final section compares basic statistics on child poverty rate, child health status, school performance, teenage birth rate, and percent of children in single parent families for Georgia and nationwide. (KDFB)

ED 404 021 PS 025 023

Gallas, Karen
The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; *Cognitive Style; Epistemology; *Learning Processes; Males; Participatory Research; *Personal Narratives; Primary Education; *Student Behavior; Teacher Response; *Teacher Student Relationship

Noting children's natural proclivity to interpret language freely and use that potential to expand and develop as learners, this book offers a new approach to understanding how young children communicate their knowledge of the world and how that understanding can transform the educative process. The book also describes the process of conducting teacher research and what distinguishes that process from other kinds of educational research. Following a chapter presenting a model for teacher research, the first section of the book examines, through children's narratives and artwork, how even mundane classroom events can provide enormous insight. Chapters in this section explore how "sharing time" expanded the children's repertoire from true to fictional stories; how to make room for the many

Response; Videotape Recordings
IDENTIFIERS- Play Centers; *Play Learning; *Story Telling by Children; Vygotsky (Lev S); Zone of Proximal Development

In this study, built upon a Vygotskian perspective, play is considered an optimal context for young children's literacy learning. The study sought to gain more understanding of the process of collaboration, or assisted learning, in order to promote literacy learning within the context of young children's social pretend play. Subjects were seven 4-year-olds who chose to play in the housekeeping center of their preschool classroom. Children were videotaped during play on five consecutive days, and focus groups were conducted with the children and teacher to discuss their videotaped play. Four questions guided the research: (1) What themes are articulated or inferred to help clarify children's "sense of story?"; (2) What purposes (meanings and motivations) do children and their teachers identify with in the process of classroom story construction?; (3) How do teachers' conversations and actions contribute to children's ability to play collaboratively?; and (4) What are practical implications for responsive teaching to build upon children's emergent literacy? Results indicated that as children played and then viewed their own videotapes, they learned to appreciate the drama they had created as they reconstructed the story anew in discussion. (Includes a table of the steps in thematic analysis of focus group data, a list of recommendations for other studies of this type, and the script of one focus group.) (EV)

ED 404 040 PS 025 102

Casey, Jean M.
Early Literacy: The Empowerment of Technology.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Uses in Education; Educational Environment; *Educational Technology; Elementary Education; Foreign Countries; Futures (of Society); *Literacy; *Literacy Education; Program Evaluation; *Speech Synthesizers; Teaching Methods; Young Children
IDENTIFIERS- France; Spain; Writing to Read Program

Because computers fascinate young learners, they can be powerful teaching tools. Drawing on research conducted simultaneously by researchers in France, Spain, and the United States, this book shows how to use technology--specifically a word processor with voice synthesizer--to build literacy and encourage learning in elementary school students. The chapters are: (1) "The New Literacy," on what we know about how children learn to speak, read, write, and function in their culture; (2) "Birth of the Language Machine"; (3) "The Discovery of Written Language in the Computer Age," on Dr. Rachel Cohen's innovative work with computers and young children in France; (4) "A Computer Corner for Three-Year-Old Children," on the work of Spanish Researchers Dr. Gloria Medrano and Maria Luisa Herrero Nevela; (5) "Computers and Special Needs Students"; (6) "Writing to Read," on the implementation and effects of the Writing to Read Program; (7) "Software for Early Literacy," (8) "Integration of Computers into the Classroom"; (9) "Technology Program Evaluation"; (10) "The Problem of Change in the Culture of

IDENTIFIERS- Civic Values; Montana; *Sense of Place; *United States (West)

The preamble to Montana's constitution, which expresses gratitude for Montana's landscape, reflects an understanding that the political culture of a place is not something apart from the place itself. By the same token, the strengthening of political culture must take place and must be studied in the context of very specific places and the people who struggle to live well in such places. This book examines how a revival of public life and civic culture is happening or could happen, focusing first on the West and then more sharply on Montana and the author's home community of Missoula. Chapters 2-4 explore how our public life has been influenced by: (1) early constitutional debates in which Jefferson's notion of an educated citizenry engaged together in acting for the common good was overcome by the federalist "procedural republic" involving special interest groups and a system of checks and balances; (2) "public" education for citizenship in the context of the politics of American empire; and (3) the closing of the frontier. Chapters 5 and 6 contrast the current state of Montana politics, in which discussions and projects are repeatedly stalemated by territoriality and alienation, with earlier times, when the need for neighbors' help in a rugged environment promoted community cooperation and tolerance. The final chapters discuss how a more public life, based in practices that renew the recognition and commitment of community, might develop in the arenas of economics and politics. Contains 48 references and an index. (SV)

ED 404 058 RC 020 889

Panhwar, Farzana
Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Educational Needs; Elementary Secondary Education; *Equal Education; Foreign Countries; Relevance (Education); Rural Urban Differences; Sex Discrimination; *Social Attitudes; *Vocational Education; *Womens Education
IDENTIFIERS- *Pakistan; Social Barriers

The education of females is one of the best investments that a country can make in its future, because it enables the country to draw more fully on all of its human resources for national development. In 1981, 26.2% of the population of Pakistan above the age of 10 was literate. The literacy rate was 35.1% for males compared to 16% for females, and ranged from a high of 53.3% for urban men to a low of 7.3% for rural women. The female school enrollment drops sharply after the primary level, and then again after the secondary level. The student dropout rate is linked to the social, cultural, economic, and educational background of the parents. Disparities in educational attainment correspond to other social inequities between urban and rural populations and between men and women. Many rural people want to continue their daughters' education, but it is socially unacceptable for girls to leave their homes for education. Girls are also excluded from apprenticeships in commercial shops, through which boys learn a trade. However, social attitudes are changing, in that educated young men want

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accidents; *Court Litigation; Foreign Countries; *Leadership Responsibility; *Legal Responsibility; *Negligence; Outdoor Education; Program Administration; *Risk Management; Safety

IDENTIFIERS- *Outdoor Leadershipl Canada; *Outdoor Recreation

This paper reviews aspects of Canadian and U.S. law related to liability and negligence of outdoor programs and suggests strategies for risk management. To prove negligence, an individual injured in an outdoor program must prove that the outdoor leader had a duty of care to the participant, standards of care were breached, actual injury was suffered, negligence was the proximate cause of injury, and the participant's position was not prejudiced. Court cases considering the criteria of customary standards of care within the profession of outdoor leadership have focused on specific areas of leadership responsibility: leader qualifications, outdoor navigation and guidance, group supervision, instruction in activity skills and safety, and provision of adequate safety measures. Outdoor leaders seek adequate risk to stimulate participants while avoiding likely accident-precipitating situations. Five ways to deal with real risk in outdoor program situations are planned retention of risk after due consideration, risk reduction through safety equipment or procedures, avoidance, transference through insurance, and transference through waivers. When a participant is injured, the leader can minimize lawsuit potential or cost by caring for the victim, having someone take copious notes, contacting the agency director immediately, avoiding contact with the media, and settling out of court. A program agency can protect itself most effectively by developing a comprehensive risk management plan, carrying liability insurance, and having participants sign waiver forms. (SV)

ED 404 076 RC 020 916

Heeg, Phillip

Why Is Outdoor Recreation Worth $30 Million to the Air Force?

PUB DATE- 96

NOTE- 30p.; In: Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation; see RC 020 906.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Family Programs; Games; Group Unity; Military Air Facilities; Outdoor Activities; *Physical Fitness; Program Development

IDENTIFIERS- *Air Force; *Outdoor Recreation

The Air Force outdoor recreation program evolved from the Army "rest and recreation" areas set up during World War II. During the last decade, financial pressures and eroding support for recreation programs forced a reexamination of the objectives of such programs. Starting with the premise that the Air Force was the main customer and that recreation should address elements of mission support, a blue ribbon panel identified four areas to be addressed by recreation programs: fitness, unit and

NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Diaries; Educational History; Elementary Secondary Education; Higher Education; Letters (Correspondence); One Teacher Schools; *Personal Narratives; Primary Sources; Relocation; Reminiscence; Rural Education; Teacher Education; Teaching Conditions; *Teaching Experience; *Women Faculty
IDENTIFIERS- *Frontier Communities; *Pioneer Life

This book presents letters, a personal narrative, and a diary relating the experiences of nine women teachers who traveled from the East to teach on western frontiers before the Civil War. During 1846-56, the National Popular Education Board recruited 600 experienced teachers from New England and New York State; trained them in Hartford, Connecticut; and sent them to teach in frontier communities from western Pennsylvania to eastern Nebraska Territory, and also in Oregon. Part 1 discusses the economic, religious, and other personal reasons why many single women decided to migrate west, the training they received, and common aspects of their teaching experiences. The second section presents the diary of Arozina Perkins, who traveled from Connecticut to Fort Des Moines, Iowa, in 1850. Her diary, which details her life from November 1848 to June 1851, reveals her agonizing decision to go west, training in Hartford, struggles to succeed as a teacher in Iowa, and disillusionment with life in the West. The third section presents the letters of seven pioneer teachers that also express the problems of single working women in a pioneer society, and describe in detail where they lived and taught, which religious groups they encountered, and how they related to men. The last chapter in this section includes the personal narrative of Mary Gray McLench, one of five women teachers who traveled by ship to the Oregon Territory in 1851, a unique and and perilous journey. Appendices include materials from the National Popular Education Board, profiles of pioneer women teachers, and information on the lives of 224 pioneer women teachers. Contains photographs, illustrations, a bibliography, and an index. (LP)

ED 404 093 RC 020 935

Huff, Delores J.
To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; Educational Assessment; *Educational Discrimination; Educational Environment; Educational History; Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Government Role; Politics of Education; *Public Schools; School Community Relationship; *School Effectiveness; *Tribally Controlled Education; Tribal Sovereignty
IDENTIFIERS- Bureau of Indian Affairs; Impact Aid; *Institutional Racism

This book explores the legacy of institutional racism in American Indian education, presents two contrasting assessments of Indian education in public and tribal schools, and outlines a

DESCRIPTORS- Classroom Research; *Cognitive Dissonance; Intermediate Grades; Junior High Schools; *Middle Schools; Science Education; Student Attitudes; *Writing Assignments
IDENTIFIERS- *Attitudes Toward Science; *Middle School Students

Based on the tenets of Leon Festinger's theory of cognitive dissonance, five preconditions for dissonance arousal were operationalized in a counterattitudinal essay writing task. The five preconditions were: perceived choice, irrevocable commitment, minimum incentive, perceived responsibility for consequences, and foreseeability of negative consequences of behavior. The sample was 141 middle school students enrolled in grades 6, 7, and 8. Subjects were asked to write essays on the theme "Why I like learning science," with the expectation that the essays would be publicly displayed and read by their peers. It was predicted that dissonance arousal following the essay writing task would be reduced by a positive attitude change in the direction of the counterattitudinal advocacy. The effect of grade level, gender, and three treatment levels on attitude change were assessed. A significant three-way interaction of grade level, gender, and treatment level on science attitude scores was found. (Author/AA)

ED 404 110 SE 054 190

Schlenker, Richard M.
Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
PUB DATE- 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Middle Schools; Research Projects; Science Education; *Science Experiments; Science Fairs; *Science Projects; Secondary Education; *Secondary School Science; Student Projects
IDENTIFIERS- *Dependents Schools Pacific Region

This informational packet contains the materials necessary to administer the annual Department of Defense Dependent Schools Pacific Region Junior Science and Humanities Symposium (JSHS) at the high school and middle school levels. The symposium program is a calendar year research program which includes one week symposium of students (grade 8-12) who have completed experimental research in any of the sciences, mathematics, the humanities, or computer sciences. Students who attend the one week Symposium present research findings and research proposals; visit importance to the future of mankind. The importance of using a humanistic approach to scientific research is stressed. All grade 8-12 students enrolled in Department of Defense Dependents Schools Pacific Region schools are eligible to participate. The objectives of the Symposium Program are to: promote research and experimentation in the sciences, mathematics, and engineering at the grade 8-12 level; recognize the significance of research in human affairs, and the importance of humane and ethical principles in the application of research results; search out talented youth and their teachers, recognize their accomplishments at symposia and encourage their continued interest and participation in the sciences, mathematics, and engineering; expand the horizons of research-oriented students by exposing them to opportunities in to be strongly focused by what their students could not do. The researchers' conception of quality learning was, implicitly, rejected as being beyond the current abilities of students. (ZWH)

ED 404 131 SE 054 953

Wong, Angela F. L.; Fraser, Barry J.
Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Classroom Environment; Classroom Research; *Comparative Education; Foreign Countries; Grade 10; High Schools; International Education; Science Education; Science Laboratories; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Singapore

Many have become aware of the need to assess both teachers' and students' perceptions of the learning environment. This study involved 1,592 tenth grade students and their teachers (n=56) in a study that investigated four aims: (1) to cross validate a slightly modified version of the actual and preferred versions of the Science Laboratory Environment Inventory (SLEI) for assessing teachers' and students' perception of the learning environment in chemistry laboratory classes in the Singapore secondary school; (2) investigate the differences in perception of the actual and preferred chemistry laboratory environments between teachers and students, students of different streams, and male and female students; (3) examine associations between students' attitudes towards chemistry and their perceived laboratory environments; and (4) compare the science laboratory environments in Singapore with those of Australia, the United States, Canada, England, Israel, and Nigeria. The results revealed that: (1) perceptions of students and teachers differed; (2) preferred perceptions were generally more favorable than actual perceptions; (3) students from different streams differed only in their preferred perceptions; and (4) females held more favorable perceptions than males. Positive associations were found between the nature of the chemistry laboratory environment and the students' attitudinal outcomes. (ZWH)

ED 404 132 SE 054 971

Smist, Julianne M.; And Others
Gender Differences in Attitude toward Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attitude Measures; Classroom

of beginning teachers implementing the interactive science pedagogy"; "Introducing technology education to young children: a design, make and appraise approach"; "The applications of science to technology"; "The historical anecdote as a 'caricature': a case study"; "Risk-taking and teachers' professional development: the case of satellite remote sensing in science education"; "The reluctant primary school teacher"; "Expert-novice differences in science investigation skills"; "Adult experiences of science and technology in everyday life: some educational implications"; "Improving the quality of primary science teaching through a pre-service course"; "Teaching and report writing in primary science: case studies of an intervention program"; "Professional standards for the teaching of science: an exploratory study"; "Primary science education: views from three Australian states"; "School-based assessment of practical competence in science: some issues from English experience"; "Teachers' perceptions of technology education: implications for curriculum innovation"; "Improving a playcentre science programme through action research"; "Retraining chemistry teachers in the Philippines"; "Science and technology management: designing an undergraduate course"; "Reporting to parents: science in the context of the total primary curriculum"; "Students' understanding of concepts related to evaporation"; "Becoming a science teacher: first year teachers' approaches to learning about teaching"; "Dealing with graphic output from diagram processing tasks: approaches to characterisation and analysis"; "Developing networks of grass-roots science curriculum action"; "Constructivism and empiricism: an incomplete divorce"; "Can any good come out of researching in science education an

ED 404 151 SE 057 425

Gardner, Paul L., Ed.
Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).
PUB DATE- 93
NOTE- 369p.; For volumes 19 and 21, see ED 327 377 and ED 351 190. For volumes 22 and 24, see SE 057 424 and SE 057 426.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Conference Proceedings; Constructivism (Learning); *Educational Research; Elementary Secondary Education; Foreign Countries; Science and Society; *Science Education
IDENTIFIERS- Australasia

This volume contains 41 papers and 6 abstracts/research notes. Titles include: "What makes lessons different? A comparison of a student's behaviour in two science lessons"; "Is achievement in Australian chemistry gender based?"; "Towards becoming a reflective practitioner: what to know and where to find it"; "Sci-Tec: evaluating a non-deficit model of in-service"; "Student understandings of natural selection"; "Development of a hypertext computer program to enhance the scientific writing skills of upper secondary physics students"; "'The approaching storm': ideology, power and control. The National Science Teachers Association curriculum development in the United States"; "Assessing the psychosocial environment of science classes in Catholic secondary schools"; "How can we find out what 3 and 4 year olds think? New approaches to eliciting very young children's understandings in science"; "Developing bird feeder and a journal for students to record observations. The authors argue that schools have been organized to make things easy for learners, shielding them from the messiness, ambiguity, and change of intellectual ventures. This is the antithesis of what inquiry learning is about. Instead, the role of teachers is to highlight problems that learners encounter and support them in devising appropriate strategies and possible solutions to problems. Chapters are as follows: (1) "Inquiry Begins with Looking Closely", which discusses tools to support learners; (2) "Inquiry Demands a Critical Use of Resources"; (3) "Inquiry Invites Exploratory Conversations"; (4) "Inquiry Focuses and Refocuses Investigations", which discusses two instances in which the class focused on a certain intriguing aspect of the larger study; (5) "Inquiry Builds Collaborative Communities"; and (6) "Inquiry Results in Changed Visions", which emphasizes the role of education in offering students views of the world that they could not obtain on their own. Appendices contain sample forms used in field projects as well as both parent and student surveys. Contains 53 references. (PVD)

ED 404 170 SE 059 705

Fairman, Kate; And Others
EE Reference Collection.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Resources; *Educational Strategies; Elementary Secondary Education; *Environmental Education; Integrated Curriculum; Multicultural Education; Teaching Methods
IDENTIFIERS- Environmental Action; Environmental Awareness

The goal of this reference collection is to make environmental education (EE) literature more accessible to practitioners in the field. The readings provide a context of theory and example to complement the suggestions and activities in the Toolbox Workshop Resource Manual. This collection is divided into six sections, each of which includes an overview and photocopied articles with annotations. Section One, "Definitions of EE", describes the scope and content of EE and provides historical background, specific definitions, and insight into the comprehensive process involved in teaching EE. Section Two, "Integrating EE into the Classroom", provides an introduction to several ways teachers might integrate EE into existing school curricula. Section Three, "Environmental Education Techniques", presents ideas for applying EE philosophy in the classroom and is concerned with learning, issues for teachers, and ways of helping students approach taking action. Section Four, "New Trends in Education", is about ideas and techniques that are transforming education generally. Section Five, "Perceptions of EE", presents some of the diversity of opinion surrounding EE goals and techniques, while Section Six, "Multicultural and Urban EE", discusses the challenges of bringing EE to audiences that have not been effectively included in traditional EE efforts. (JRH)

ED 404 171 SE 059 706

Cole-Misch, Sally; And Others

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Computer Uses in Education; Educational Strategies; Electronic Mail; Graduate Students; Higher Education; *Internet; Knowledge Base for Teaching; *Knowledge Representation; Models; Questionnaires; *Teacher Education Programs; Technology

The purpose of this study is to develop a model to teach procedural knowledge using the Internet. Over a 3-week period graduate level education students (N=10) were provided 12 hours of instruction and access to the Internet. Data collection methods included pre-workshop questionnaires, weekly journal entries, and post-workshop questionnaires. The preliminary questionnaire contained questions about teaching experience, computer background, level of familiarity with the Internet, expected use of the Internet for personal and professional development, predicted usage time on the Internet, and reasons for participating in the workshop. The teaching model involved three phases: (1) direct group instruction; (2) tutoring; and (3) open exploration. The findings of the evaluation suggest several effective means of integrating Internet training into teacher education programs. The recommendations include anchoring instruction in an authentic activity, providing guided practice, integrating Internet training into a concise time frame, and minimizing overall instruction time. (DDR)

ED 404 190 SE 059 740

Mathematics: An Introduction to the NCTM Standards.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Educational Change; Elementary Secondary Education; *Learning Strategies; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; *Standards; Student Evaluation
IDENTIFIERS- National Council of Teachers of Mathematics

This brochure explains a number of aspects of the standards established by the National Council of Teachers of Mathematics for mathematics education. The three sets of standards are: (1) Curriculum and Evaluation Standards; (2) Professional Standards for Teaching Mathematics; and (3) Assessment Standards for School Mathematics. Contained in the brochure is an explanation of the rationale for having standards for mathematics education; a discussion of the nature of standards and their application in other professions; an overview of each set of standards; a description of the components of the vision for change in mathematics education; details about thought processes and decision making skills that students need and how those skills change as we advance further into the information age; and a discussion of how schools and programs move towards active student learning, environments that support learning, and ongoing assessment based on multiple sources. (DDR)

ED 404 191 SE 059 741

Giles, Thomas W.

This paper discusses major changes in the coverage, structure, and conception of what constitutes basic education. Many of these changes have been brought about by a growing international focus on basic education. This evidences a gradual but fundamental change in the manner in which education is perceived in relationship to economic development. Once seen as an item of consumption, education is now recognized as an investment in the most essential factor of production, human competence. The importance of basic education has also been given fresh impulse by the growing attention being given to social development by the United Nations system. Education is seen as the key to progress in the areas of social development, population, and the role of women. To the arguments for education as a basic human right must be added that of education as an indispensable means for social and economic development. On the national level, these changes are a result of an increasingly evident commitment and political will on the part of governments, increasing involvements of agencies, non government organizations, media and others. These emerging changes will address both the need to expand access of education, and to improve the quality, relevance, and usefulness of the education actually received by those who have some access. Changes are grouped as those: (1) expanding access to basic education; and (2) reshaping the content and process of basic education. While the exact shape of reform will be different from country to country, in most cases, the direction of change will be away from traditional structures. (Author/DK)

ED 404 209 SO 024 404

Wandiga, Shem O.
Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
PUB DATE- Jan 94
NOTE- 9p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Development; Educational History; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; Role Models; *Science Education; Teacher Motivation
IDENTIFIERS- *Africa

This paper analyzed the evolution of formal education in Africa with emphasis on the weaknesses and strengths of the system identified. Although the roots of modern education can be found in the early institutions of learning and libraries of Alexandria and Timbuktu in Africa, the continent today lags behind in all the fields of formal education. The teaching of science in most African educational institutions, at all levels, has been reduced to theoretical description of scientific facts. Several factors have contributed to the present situation of education in Africa. This paper describes some of the factors responsible for the state of science education and education in general, prevailing in most African countries. The most prominent factors affecting education in Africa include policy framework of individual countries, access into educational institutions and population pressure, quality and affordability of education, and undue emphasis on

ED 404 228 SO 025 947

Twining, Mary Arnold, Ed.
The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
PUB DATE- 87
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Education; Black Culture; *Community Centers; Community Education; Community Programs; *Cultural Education; Cultural Maintenance; Cultural Opportunities; *Folk Culture; Haitians; Hispanic American Culture; *Migrant Programs; *Migrant Workers; Music; Oral Tradition; Personal Narratives; Poetry; *Seasonal Laborers; Sociocultural Patterns; Visual Arts
IDENTIFIERS- Folk Art; Folk Dance; Folk Music; *New York

Migrant farm workers are the concern and theme of this special serial issue. Migrant farm workers arrange much of their social and economic life around seasonal changes as they follow jobs up the eastern migrant stream to its northenmost part in New York state, then south to Florida. The education, health, and folk arts program at the Board of Cooperative Educational Services (BOCES)-Geneseo Migrant Center have impacted the lives of this constituency both during their sojourn in New York state and during their continuing journey in the migrant stream. The work of this Center is described in the introductory article, (1) "Introduction:The BOCES-Geneseo Migrant Center: History and Development" (Gloria Mattera). Cultural education and folk arts are examined in: (2) "The Migrant Heritage Studies Kit: A Teaching Tool" (Robert E. Lynch); (3) "The Flower in the Boat: Folk Art of the Migrant Workers of Mid-New York State" (Mary Arnold Twining); (4) "Migrant Art: From Field to Gallery" (Sylvia Kelly); and (5) "The Expressive Culture of Migrant Farmworkers: Theme and Constraint in Contemporary Performance" (Sue Roark-Calnek). Other articles include: (6) "Making It To the Center: Migration and Adaptation among Haitian Boat People (Rose-Marie Chierici); (7) "'No One Sees Me, No One Cares:' Migrant Workers Speak" (Gloria Mattera; Robert Lynch; Sylvia Kelly); (8) "Through the Poet's Eyes" (Sylvia Kelly); and (9) "Field Notes" (Berrien Thorn). (NP)

ED 404 229 SO 025 950

The Economic Impact of the Arts in Alaska.
PUB DATE- May 91
NOTE- 58p.; For related item, see SO 025 968.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acting; Alaska Natives; *Artists; Authors; Dance; Economic Factors; *Economic Impact; Employment Patterns; Fine Arts; *Income; Musicians; Social Science Research; *Socioeconomic Influences; Supply and Demand; Visual Arts
IDENTIFIERS- *Alaska

This study is aimed at determining the economic impact of the arts in the state of Alaska. Summary and analysis of data from statewide surveys of organizations, art retailers, and artists are the focus of this study. The survey looked at (1) "Artists: Types of Work Produced"; (2) "Artists: Percent of Income from Producing Art"; (3) "Individual Artists: Gross Sales"; (4) "Individual Artists: Percent of Sales to Visitors"; (5)

values." What is more important in the whole debate is that educators strive to teach students about the core values the flag represents. (JAG)

ED 404 252 SO 026 546

Houser, Neil O.
Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Dissonance; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Social Studies
IDENTIFIERS- *Delaware; Negotiation Processes; School Rules; *Social Education

Effective education requires a balance between cognitive dissonance and emotional safety. This relationship is particularly important in the social studies, where the broad goal of societal improvement necessitates the contemplation of sensitive social and personal issues. Nonetheless, a recent investigation of the elementary social studies in the state of Delaware demonstrates that dissonance and safety are often imbalanced or isolated in classroom practice. For many teachers, these goals are viewed as mutually exclusive. Emotional safety is given greater priority, and the dissonance that does occur is often unintentional, offered without adequate support, or unidirectionally applied to some situations but not others. This paper examines existing imbalances between cognitive dissonance and emotional safety in the elementary classroom and considers the kinds of relationships necessary to promote social development for the greater good within a pluralistic society. An affectively safe classroom environment can and should serve as a necessary backdrop for addressing difficult, often controversial social issues even in the earliest of grades. (Author/JAG)

ED 404 253 SO 026 572

Petersen, James F., Ed.; Tuason, Julie A., Ed.
A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
PUB DATE- Oct 95
NOTE- 168p.; Prepared for the Annual Meeting of the National Council for Geographic Education (88th, San Antonio, TX, October 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Developing Nations; Development; Ethnic Groups; *Geographic Concepts; *Geographic Location; *Geography; *Geography Instruction; *Multicultural Education; Secondary Education; Social Studies; *State History
IDENTIFIERS- *Texas (Central)

This guide seeks to provide a closer look at the diversity found within central Texas and the borderlands and offers a good general background to understanding some of the challenges facing the region. The book is divided into two parts with articles and lesson plans written by several authors. Part 1,

NOTE- 513p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Art History; Discipline Based Art Education; *Freehand Drawing; Instructional Materials; Secondary Education; Units of Study; Visual Arts
IDENTIFIERS- Perspective (Visual Arts); Proportion (Art); Shadows; Shapes

These student materials and teacher lesson plans focus on presenting the fundamental knowledge necessary for mastering basic drawing skills. The devises that create the illusion of reality are introduced as concepts critical to the development of accurate, high-fidelity drawing. These structured materials encourage students to learn to draw realistically in order to be equipped with the level of skill requisite for all other divergent applications. Lessons are designed to start the novice at the beginning level and progress sequentially to a level closer to the scale of a master. The lessons are organized in an introductory unit and 8 subsequent units covering the topics of shape, space, value, size and proportion, line, linear perspective, three dimensional form, and light and shadow. Each unit is composed of 3 lessons. Lesson 1 of each unit presents sensory properties of the unit concept. Lesson 2 introduces the expressive properties of the concept. Lesson 3 gives a historical look at the concept. Instructional materials follow the overarching organization and sequence of the lessons and are structured as follows: (1) statement of the concept; (2) examples and variations of the concept; (3) illustrations or models of the concept; (4) guided instructions for student practice; (5) independent student practice; and (6) exercises in criticism. (MM)

ED 404 276 SO 027 498

O'Brien, Wendy, Ed.; Cullen, Tracey, Ed.
Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Ancient History; Annotated Bibliographies; *Archaeology; Elementary Secondary Education; Instructional Materials; *Non Western Civilization; Resource Materials; Social Studies; *Western Civilization

This resource guide contains information about a wide range of archaeology related education materials available in North America. Resources listed include books, magazines, curriculum guides, resource packets, films, videos, kits of simulated artifacts, computer programs, games, museums, site specific resources, historical societies and organizations, and teacher-training programs. The guide is organized in three parts. "General Resources" are listed first, along with entries pertaining to archaeological techniques, theory, and world-wide archaeology. The next section, "Resources by Subject Area,"

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Elementary School Students; Elementary School Teachers; Environmental Influences; Family Life; Grade 5; *Health Education; *Health Promotion; Hygiene; Intermediate Grades; Learning Activities; Lesson Plans; Nutrition Instruction; Safety Education; Self Esteem; *Skill Development; *Stress Management; Substance Abuse; Teaching Guides; Workbooks

This set of health education materials for grade 5 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 5 lessons is on managing stress. (LL)

ED 404 297 SP 035 052

Ellis, Jacqueline; And Others
Actions for Health: Grade 6. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 438p.; Several large classroom posters not included here. For kindergarten materials, see SP 035 049; for grades 1-3, see ED 358 070-072; for grades 4-6, see SP 035 050-052; for Administrator's Guide, see SP 035 053.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Environmental Influences; Family Life; Goal Orientation; Grade 6; *Health Education; *Health Promotion; Hygiene; Intermediate Grades; Learning Activities; Lesson Plans; Nutrition Instruction; Safety Education; Self Esteem; *Skill Development; Substance Abuse; Teaching Guides; Workbooks

This set of health education materials for grade 6 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 6 lessons is on setting and achieving goals. (LL)

ED 404 298 SP 035 053

Seitz, Andrea; And Others
Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Consortia; Cooperative Programs; Demonstration Programs; Higher Education; Institutional Cooperation; Kindergarten; *Partnerships in Education; Public Service; School Business Relationship; School Community Programs; Secondary Schools; *Service Learning; Shared Resources and Services; Student Participation; Two Year Colleges; Vocational Schools

This report lists higher education programs sponsored by Learn and Serve America which provides models and resources for teachers integrating service learning into classrooms from kindergarten through college. These programs have two primary objectives: (1) to support service-learning programs that meet unmet community needs, and (2) to build infrastructure, in partnership with community agencies, which will increase service-learning opportunities for students. Programs address community needs in four key areas: school success, public safety, human needs, and environment. The 98 programs listed are located in 39 states and the District of Columbia and grantees include traditional four-year institutions, community colleges and vocational/technical schools, historically black colleges and universities, tribal colleges, Hispanic-serving institutions, and statewide consortia or national network programs. Following the brief introductory materials covering information on grant awards, grantee profiles, and grantee activities, the balance of the report lists and describes programs by state and by institution. (CH)

ED 403 862 HE 029 944

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Awards; Demonstration Programs; *Educational Innovation; Educational Objectives; Educational Philosophy; *Faculty Development; Higher Education; Institutional Environment; Integrated Learning Systems; Learning Resources Centers; Resource Centers; Teacher Effectiveness; Teaching Models; Universities
IDENTIFIERS- *Hesburgh Awards

This report contains the citations for the 1997 Hesburgh Awards for successful, innovative faculty development programs to enhance undergraduate teaching. The University of Missouri-Columbia, General Education Program, was the program judged to have best met the three award criteria: significance of the program to higher education, appropriate program rationale, and successful results and impact on undergraduate teaching and student learning. The university received the Award for its undergraduate learning program that focused on writing, math reasoning, computer and information proficiency, science lab, undergraduate seminars, and a capstone experience. As a result, in 1997 the campus welcomed the highest-quality freshman class in its history. Certificates of excellence were awarded also to Prince George's Community College (Maryland) for its science and technology resource center; to Rose-Hulman Institute of Technology (Indiana) for its integrated first-year curriculum in science, engineering, and mathematics; to the University of

In contrast to other signs in the exhibit, this sign contained a clear, simple message beginning with a thought-provoking question. Many visitors do not read the small signs accompanying exhibits, possibly because of their placement height and small print. Guidelines suggested to help designers improve the effectiveness of visual communication in this type of setting include: (1) arouse learner curiosity with a simple, thought-provoking question or title: (2) supply a succinct answer below the question; (3) use simple, clear language; (4) use large, clear text; (5) keep text to a minimum; (6) utilize pictures and graphics to help learners see to what the text is referring. (Author/SWC)

ED 403 880 IR 018 236

Sox, Charlene W.
Telecommunications: Does It Make a Difference in the Classroom?
PUB DATE- Dec 96
NOTE- 8p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Computer Uses in Education; Curriculum Development; Educational Finance; *Educational Technology; Elementary Secondary Education; Futures (of Society); Internet; Microcomputers; Needs Assessment; *Public Schools; Surveys; *Telecommunications
IDENTIFIERS- Access to Computers; Barriers to Implementation; *North Carolina; *Technology Integration; Technology Plans

Telecommunications applications are becoming increasingly prevalent in schools at all levels. Teachers and students studying to become teachers must be knowledgeable about technology, its applications, and how it will affect instruction now and in the future. A survey of approximately 500 public K-12 schools in North Carolina was conducted to determine the current use of technology, especially telecommunications applications, in schools, including the extent to which respondents have developed and implemented plans that incorporate technology applications into school programs and courses, the equipment that is used in teaching technology courses, and how technology is used for curriculum development. The survey achieved a 54.5% return rate (n=272). Highlights of respondents' answers revealed that: (1) 99% reported that their school district has a technology plan; (2) 80% have short-term objectives for telecommunications; (3) 42% have conducted a needs assessment to determine readiness for telecommunications applications; (4) 53% indicated lack of funds to purchase needed hardware and software; (5) 18% of elementary and 66% of high schools reported six or more computers with printers per classroom; (6) computer labs are available to students in 95% of responding schools; and (7) while 69% of schools have a private telecommunications line, only 22% of respondents are connected with the North Carolina Information Highway. Additional results are discussed. (Author/SWC)

ED 403 881 IR 018 238

Tyan, Nay-ching Nancy; Hu, Yi-chain
Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.

processes behind its creation, describes the use of conventional and innovative information management tools and techniques that were employed in developing a preview set of candidate titles for potential incorporation within its collection, and discusses the associated impact on the future enhancement of the service. (Contains 17 references.) (Author)

ED 403 898 IR 056 271

Whitley, Katherine M.
Instruction on the Web: Authoring Tutorials in HTML.
PUB DATE- 96
NOTE- 12p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Authoring Aids (Programming); Design; Higher Education; Hypermedia; *Instructional Materials; Internet; Library Services; *Reference Services; Screen Design (Computers); User Needs (Information); *World Wide Web
IDENTIFIERS- *HTML; Interactive Teaching; University of California San Diego

One impact of the World Wide Web has been to level the playing field to a certain extent for publishing information by putting authoring and displaying tools in the hands of anyone who wants to use them. The University of California at San Diego (UCSD) Science & Engineering Library has taken advantage of the web's instructional possibilities by creating web-based tutorials to provide users with help materials at their own workstations, on-campus or from a remote location. Hypertext Markup Language (HTML) provides an almost ideal vehicle for tutorials on electronic information systems which require the visual impact of system screen examples, can take advantage of the hypertext nature of the web, and can be used remotely. This paper describes techniques for authoring web-based tutorials, including design concerns, adding graphics and tables, and helpful tips, such as testing HTML files on different platforms, screens, and browsers to look for obvious problems with size, color, arrangement, and overall appearance. Instructions for designing slide shows and adding frames are also provided. (Author/SWC)

ED 403 899 IR 056 272

Lehman, Lisa
From Lab to Library: The Web's Effect on Teaching the Internet.
PUB DATE- 96
NOTE- 4p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26,

Academic Health Center Library" (Richard O. Syracuse and Robert K. Poyer); (5) "Of Eggs and Baskets: Getting More Access Out of LC Subject Headings in an Online Environment" (William E. Studwell); (6) "Getting More Out of Call Numbers: Displaying Holdings, Locations and Circulation Status" (Irving E. Stephens); (7) "The Next Generation of Online Public Access Catalogs: A New Look at Subject Access Using Hypermedia" (Mary Micco); (8) "Remote Access: Design Implications for the Online Catalog" (Bernard G. Sloan); (9) "User Instruction for Access to Catalogs and Databases on the Internet" (Genevieve Engel); (10) "Linking Library Records to Bibliographic Databases: An Analysis of Common Data Elements in BIOSIS, Agricola, and the OPAC" (Susan Barnes and Janet McCue); (11) "Adding a Nonlibrary Campus Collection to the Library Database" (Richard Harwood); (12) "Bulk Loading of Records for Microform Sets into the Online Catalogue" (Kathy Carter, Hope Olson, and Sam Aquila); (13) "The Georgia Institute of Technology Electronic Library: Issues To Consider" (Amy Dykeman and Julia Zimmerman); and (14) "Opening Up Information Access through the Electronic Catalog" (Pat Molholt and Kathy Forsythe). (SWC)

ED 403 917   IR 056 315

Pattie, Ling-yuh W., Ed.; Cox, Bonnie Jean, Ed.
Electronic Resources: Selection and Bibliographic Control.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Information; *Authority Control (Information); Bibliographic Databases; Bibliographic Records; *Cataloging; Classification; Decision Making; Electronic Journals; *Electronic Libraries; *Electronic Text; Foreign Countries; Indexing; Internet; Librarians; Library Automation; Library Catalogs; Library Collection Development; Library Education; *Library Material Selection; Library Technical Processes; Online Catalogs; *Online Systems; Subject Index Terms; Technological Advancement; Theses
IDENTIFIERS- Australia; *Electronic Media; Library of Congress; MARC

This book is a baseline guide for professionals and library school students on issues that concern the selection and bibliographic control of electronic resources, from both conceptual and pragmatic standpoints. The book includes the following articles: (1) "Foreward" (Lois Mai Chan); (2) "Introduction" (Ling-yuh W. (Miko) Pattie and Bonnie Jean Cox); (3) "Selecting Electronic Resources: Developing a Local Decision-Making Matrix" (Peggy Johnson); (4) "Intellectual Access to Digital Documents: Joining Proven Principles with New Technologies" (Carol A. Mandel and Robert Wolven); (5) "Metadata for Internet Resources: The Dublin Core Metadata Elements Set and Its Mapping to USMARC" (Priscilla Caplan and Rebecca Guenther); (6) "Cataloging for Digital Libraries" (Judith M. Brugger); (7) "Selection, Access, and Control in a Library of Electronic Texts" (David M. Seaman); (8) "Control of Electronic Resources in Australia" (Giles Martin); (9) "Parallel Universes" or Meaningful Relationships: Envisioning a Future for the OPAC and the Net" (Diane I. Hillmann); (10) "Electronic Theses and Dissertations: Merging Perspectives" (Gail McMillan); (11) "CATRIONA: A Distributed, Locally-Oriented, Z39.50 OPAC-Based Approach To Cataloguing the Internet" (Dennis Nicholson and Mary Steele); (12) "Possible Solutions for Incorporating Digital Information Mediums into

Literature; *Multicultural Education; Program Descriptions; Seminars; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Chesterfield Marlboro Technical College SC
In 1996, South Carolina's Chesterfield-Marlboro Technical College (CMTC) participated in the Exploring America's Communities project sponsored by the American Association of Community Colleges (AACC). The project works to strengthen the teaching and learning of American history, literature, and culture at community colleges. The primary goal of CMTC's action plan was to broaden the scope of its existing course offerings to include resources that could be used concurrently with both literature and history. These resources would focus on cultural pluralism and how that pluralism shaped the American identity. The strategy was to develop and implement concurrent U.S. History and American literature courses focusing on the period following the Civil War and Reconstruction. The plan also included the development of a one credit hour seminar course that would address the theme of integrating American history and American literature. Course revisions have been completed and reviewed for a new history course. The college also developed an institutional self-study in which all AACC team members are responsible for chairing study committees and preparing a report. Faculty in the Arts and Sciences Division were very receptive and enthusiastic. Overall, the major outcomes of the project will not be fully developed until the seminar course is implemented in spring 1997; no obstacles are expected. The grant has received an extremely positive response among faculty and has created spin off projects across the curriculum. (HAA)

ED 403 934 JC 970 097

Collin County Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Curriculum Development; *Discussion; History Instruction; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; United States History
IDENTIFIERS- Collin County Community College TX
In 1996, Collin County Community College (Texas) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The college's action plan focused primarily upon integrating issues of American pluralism and identity into the core curriculum. The program's main goals included extending the debate beyond classroom boundaries by provoking students' critical though through a speaker series, self-examination, and assaying the question "what does it mean to be an American?" The program's activities included the following: establishing some common ground among faculty

States Literature
IDENTIFIERS- Monroe Community College NY

In 1996, New York's Monroe Community College (MCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which worked to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. MCC's primary goals are as follows: permanently establishing its class entitled "Common Ground in the Rochester/Genesee Region"; motivating other faculty to teach the course or to develop other courses like it; and revising existing courses so that they include a "common ground" component. The first class, held in the fall, featured four speakers and was small enough to allow for much conversation between the speakers and the students. Obstacles for the program included a lack of publicity due to the short time frame; a lack of a "track record," which caused students to overlook the course; and a delay in adding faculty names to the master schedule. The following three elements remained to be done at the time of the progress report: (1) further marketing the course to students; (2) increasing faculty interest in teaching the course; and (3) moving the course from the Humanities division to Social Science in fall 1997. Student responses to an anonymous survey regarding American identity are included. (HAA)

ED 403 951 JC 970 114

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; Culture; Curriculum Development; History Instruction; *Honors Curriculum; Identification; *Multicultural Education; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Motlow State Community College TN

In 1996, Tennessee's Motlow State Community College (MSCC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the instruction of American history, literature, and culture at U.S. community colleges. MSCC's goal is to introduce an understanding of cultural diversity which goes beyond tolerance to achieve acceptance. MSCC uses an integrated program of study which investigates, through both oral and written literature and historical records, the diversity present in its cultural community. MSCC's long-range goal is to produce an integrated Honors program which addresses, in an interdisciplinary fashion, the richness of local and national cultural heritage and the skills necessary to adapt to and profit from change. The prototype team-taught honors course was taught for the first time, operating from a syllabus which looks at change and value shifts in the past in order to develop sensitivity toward and acceptance of other cultures, particularly the Appalachian culture. Activities, such as

From 1984 to 1993, California's Los Rios Community College District regularly conducted follow-up studies of completers and non-returning advanced-level students regarding their educational goals, outcomes, and levels of satisfaction. Over the 10-year period, nearly 33,000 students were surveyed, with over 15,700, or 48%, responding. Trends identified through an analysis of responses included the following: (1) over the period, the percentage of students citing occupational education as their primary goal for attending declined, from 61.2% in 1984 to 43.9% in 1992, while the percentage of students citing transfer to a university increased from 29.1% in 1984 to 47.7% in 1992; (2) student satisfaction with their educational experience remained high over the period, with between 87% and 90% giving ratings of 4 or 5 out of 5; (3) compared to other educational goals, students who listed transfer to a university included more females and more minority students; (4) among these students, over two-thirds had enrolled in a four-your college by the time they were surveyed, 17% had re-enrolled at a community college, and 14.5% had not re-enrolled; and (5) between 1984 and 1993, the percentage of respondents employed in jobs related to their college courses who rated their training as excellent or good rose from 69% to over 83%. (HAA)

ED 403 968 JC 970 151

Beachler, Judith A.
Student Transfers to the California State University and University of California: 1995 Report.
PUB DATE- Aug 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Outcomes Assessment; *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; Majors (Students); *Minority Groups; School Effectiveness; *Student Characteristics; Two Year Colleges; Universities
IDENTIFIERS- Los Rios Community College District CA

Since 1986-87, California's Los Rios Community College District (LRCCD) has annually collected data on students who transfer from the District's three colleges (i.e., American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC)) to the California State University (CSU) and the University of California (UC) systems. For the 1995 study, data were collected on the number of new transfers between 1986-87 and 1993-94, the characteristics of transfer students between 1991-92 and 1993-94, and the academic performance of all District transfers to CSU. Study findings include the following: (1) in 1993-94, 2,766 LRCCD students transferred to CSU and UC institutions, up 1% from 1992-93; (2) in 1993-94, the number of students who transferred to UC declined by 17.4% from the previous year, but the number of CSU transfers increased by 5.1%; (3) the number of ethnic minority transfers from LRCCD colleges increased by 5.9% between 1991-92 and 1993-94; (4) of the 2,766 transfers to UC and CSU campuses, 49.3% were from ARC, 37% were from SCC, and 13.7% were from CRC; and (5) while 88.2% of all fall 1992 state community college transfers to CSU persisted to spring 1993, 90.4% of the ARC, 90% of CRC, and 91.5% of SCC transfers did so. (HAA)

ED 403 969 JC 970 152

Month Manuals.
PUB DATE- 29 Dec 92
NOTE- 915p.; For related manuals, see PS 024 316-319. For preliminary findings of the study, see ED 353 087. Additional results will be reported in journals during the next 2-3 years.
LANGUAGE- English
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Data Collection; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Family Environment; *Home Visits; *Infants; Interviews; Laboratory Experiments; Longitudinal Studies; Parent Child Relationship; Parents; Physical Development; Questionnaires; Recruitment; *Research Design; *Research Methodology; Telephone Surveys; Videotape Recordings
IDENTIFIERS- Ainsworth Strange Situation Procedure; Bayley Scales of Infant Development; *NICHD Study of Early Child Care; Solitary Play

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is an ongoing, prospective, 3-year longitudinal study of over 1,300 full-term healthy infants and families from 10 sites across the United States. While the sample is not nationally representative, the subjects come from major regions of the country: the East Coast, the West Coast, the Mid-West, the North, and the South. They come from urban and from rural settings, and include minorities as well as single-parent and two-parent families. The study examines the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. The study design takes into account the complex interactions among characteristics of the family and home, of the child care environments, and of the child. Subject recruitment started in January 1991, and data collection was scheduled to end at the beginning of 1995. Data collection involved periodic telephone calls to families beginning at 3 months and home visits, child care center visits, or laboratory assessments at 1, 6, 15, 24, and 36 months. This document is volume 3 of a 5-volume operations manual that explains, in 29 chapters, the procedures used in conducting the NICHD study. Volume 3 consists of chapters 13 through 19. Chapter 13 provides instructions for conducting follow-up telephone interviews at 13 and 23 months. Subsequent chapters mostly address the 15-month visits and assessments. Chapter 14 presents an overview of the visits to the child's home and child care center, and laboratory assessments at 15 months. Chapter 15 provides information on conducting home visits, instructions for conducting a home environment inventory, procedures for videotaping mother-child interactions, information on standardized interviews and questionnaires, and procedures to use when the subject mother and child are not living in the same household. Instructions for conducting visits with fathers are given in chapter 16. Chapter 17 provides instructions for: (1) conducting the 15-month laboratory visit; (2) observing and coding children's solitary play; (3) conducting the Strange Situation Procedure; (4) administering the Bayley Scales of Infant Development; and (5) measuring children's physical growth. The procedure for visiting subject children's child care centers is explained in chapter 18. Chapter 19 presents instructions on making follow-up telephone calls at 18 and 21 months. (BC)

that discipline should be balanced evenly between prevention and correction of behavior problems. In summary, commonly used classroom management techniques reflected increased student input and a more positive approach to discipline. However, teachers still relied mostly on behavioristic management strategies with discipline at the core of classroom management. (Contains 11 references.) (KDFB)

ED 404 004 PS 024 940

Feakes, Darrel R.
Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Early Childhood Education Conference (18th, Menomonie, WI, April 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiology; Auditory Evaluation; Auditory Tests; Child Health; *Communication Disorders; Ears; *Hearing (Physiology); *Hearing Impairments; Hearing Therapy; Language Impairments; Learning Problems; *Otitis Media; Parent Teacher Cooperation; Preschool Education; *Preschool Teachers; Speech Impairments; *Teacher Role
IDENTIFIERS- *Ear Infections

The preschool teacher is in the unique position of being able to identify children who have developed language and speech problems during their early years. This paper is a detailed resource for preschool teachers on hearing and speech problems. Its purpose is two-fold: to emphasize the important role the preschool teacher plays in the lives of children in their care, and to inform the teacher of the important role the sense of hearing plays in the total development of the child. It argues that chronic ear infections do not receive the necessary attention they deserve and can have serious negative educational, emotional, and social consequences in preschool children. Topics discussed include normal development of speech and language; anatomy of the ear; causes of ear-infections; why these ear infections are not identified and/or taken seriously; how the mild hearing loss often associated with the presence of fluid in the middle ear affects the child's perception of speech; treatment; who needs tubes; educational problems associated with chronic infections in the middle ear; problems parents have when a child has ear infections; what parents need to do; and what the preschool teacher needs to do for these children and parents. (SD)

ED 404 005 PS 024 944

Kruse, Darryn
Fish Hoek Middle School: Issues of Education Reform in South Africa.
PUB DATE- 2 Nov 96
NOTE- 15p.; Paper presented at the Annual Conference of the National Middle School Association (Baltimore, MD, November 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

voices of a culturally diverse classroom; and the artistic learning styles of boys who are considered disruptive or underachieving. The second section of the book examines how children's stories about science contexualize their classroom experiences. Chapters in this section discuss how keeping science journals allowed the children to explore and refine their own thinking processes; how keeping a science journal helped one child in his struggle to understand the world of science; and the children's use of metaphors and analogy to develop sophisticated theories. The third section of the book describes the repercussions of integrating art into the curriculum. Chapters in this section introduce the potential of the art experience as a vehicle for learning, and explore more fully epistemology, the study of the nature of knowledge, as an important exercise furthered through the artistic process. A description of how a specific unit of study in science developed around the creative arts is also given. A concluding chapter offers reflection on the elements of classroom language. (HTH)

ED 404 022 PS 025 031

Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Infants; Mortality Rate; Social Indicators; State Surveys; *Trend Analysis; Violence; *Well Being
IDENTIFIERS- *Benchmarking; Child Mortality; Indicators; *Iowa

This statistical report examines trends in children's well-being in Iowa. Data are based on eight indicators: (1) infant mortality rate; (2) percent of births with low birth weight; (3) birth rates to teenagers age 16 to 17 years; (4) percent of all births to unmarried teenagers; (5) child abuse and neglect rates; (6) percent of students entering seventh grade who graduate with their class 6 years later; (7) death rate of children age 1 to 14 years; and (8) violent death rate of teenagers age 15 to 19 years. Part 1 of the report establishes baselines for the eight indicators and provides 16-year trend data. Part 2 presents benchmarks for each indicator for the year 2000 and beyond, derived from comparisons with achievements in other locations in the country or the world, or with expert analysis of improvements possible given today's understanding and technology. Part 3 presents graphically the trend data for each indicator in metropolitan, small urban, and rural counties. Overall results of the analysis show that Iowa currently fares well on the condition of its children. In the last 2 years, Iowa has ranked second and third in a national ranking of well-being indicators. The data also indicate, however, that state goals outlined in the report's benchmarks will not be achieved without dramatic changes in general trends. (KDFB)

ED 404 023 PS 025 033

Amar, Jose Juan Amar

School," on why computer technology has been accepted into the school culture only so far as it supports existing practice; and (11) "Future Directions," on technology's continued impact on learning in and out of the classroom. The book's eight appendices include criteria for scoring writing samples, a list of software programs for early literacy, a teacher's checklist for integrating technology in the classroom, and a list of review sources on-line. Contains references. (HTH)

ED 404 041 PS 025 103

DeFord, Melissa S.
A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
PUB DATE- 9 Apr 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Administrator Role; Adolescent Development; *Classroom Environment; Educational History; High Risk Students; Integrated Activities; Integrated Services; Intermediate Grades; Interpersonal Relationship; Literature Reviews; Middle Schools; Parent Participation; Prosocial Behavior; Secondary Education; *Secondary School Curriculum; Social Services; *Student Needs; Student Role; Teacher Response; Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Caring; Control (Social Behavior)

The concept of caring, especially when applied to adolescents, is often overlooked in education, perhaps due to the belief that parents are their primary nurturers or that adolescents do not require nurturing. This literature review examines periodicals, documents, books, and a television broadcast, all produced between 1990 and 1996, that deal with caring strategies in relation to middle and secondary students. Major findings are presented in the following categories: (1) need for implementing concepts of care; (2) historical perspective; (3) fostering care by nurturing adolescent development; (4) care versus control, or care is control?; (5) fostering relationships--the administrator role, the teacher role, the student role, and parental involvement; (6) care and academic achievement; (7) care and curriculum integration; (8) caring programs; and (9) schools and social service collaboration. The conclusion summarizes several of its findings, such as students' need for support systems and training in interpersonal skills, the importance of high expectations for students' performance, and the need for partnerships with parents and communities. Contains 30 references. (EV)

ED 404 042 PS 025 105

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Jan 95
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); High School Graduates; *Incidence; Infants; Mortality Rate; Poverty;

to marry educated women. Rapid expansion and revitalization of the education system is needed. Improvements are needed in training, planning, management, and promotion of innovation to enable the entire education system to respond to rapidly changing socioeconomic and cultural demands. Other suggestions for improvement include increasing literacy education and job training for women; distributing educational videotape cassettes through the existing commercial video rental infrastructure; increasing computer uses in education; and focusing the educational system on vocational education, especially for females. (TD)

ED 404 059 RC 020 890

Panhwar, Farzana
Literacy for Women and Their Participation in the Labour Force in Pakistan.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Agricultural Laborers; Distance Education; *Educational Needs; Elementary Secondary Education; Employed Women; *Equal Education; Foreign Countries; Illiteracy; Relevance (Education); Rural Areas; *Rural Women; Sex Discrimination; *Social Attitudes; Underachievement; *Womens Education
IDENTIFIERS- *Pakistan; Social Barriers

In rural Pakistan, agricultural land is owned by men and they use family labor, including women. Women usually transact no cash from cradle to grave. There is no social support for high achievement in their lives. The illiteracy rate among women is very high, especially in rural areas, where only 7.3 percent of women are literate. Poor underachieving women with only basic education show poor linguistic ability, feelings of rejection, emotional insecurity, poor motivation, and difficulty in adjustment and absorption in society. Some studies report girls have a higher level of achievement motivation than boys but lack opportunities. Sindh Rural Women's Uplift Group engaged 10-15 women on a farm, paid them the same salaries as men, and gave them similar jobs to perform. After 2 years, results show that the women's output exceeded the men's, and the life pattern of the women has changed. Initially, men took their salaries, but the women asserted themselves and are now better clothed and want to send their children to school. The men are becoming more considerate. The educational system needs to be reshaped to respond to rapidly changing socioeconomic and cultural demands, with emphasis on equal education, remedial education, and vocational education. Distance education is a useful way to address the facts that women are kept in seclusion within the boundary walls of the home, coeducation is not allowed, educational facilities are limited in rural areas, and free time is limited. (TD)

ED 404 060 RC 020 891

Panhwar, Farzana
Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
PUB DATE- 96
NOTE- 12p.; Table contains broken type.

community cohesion, family well-being, and quality of life. Program objectives, indicators of success, and benefits to the Air Force were then formulated for each area. Strategies for developing programs in each of these areas are outlined, including specifying the particular program objective, aiming marketing strategies at the target market segment, and planning and implementing program activities. Hypothetical examples show how the Air Force's objective-based approach provides a planning framework useful to any outdoor recreation provider. Includes short descriptions of eight existing outdoor recreation programs at Air Force bases, a list of principles and practices for innovative outdoor recreational games, and detailed descriptions of six outdoor games and activities for children and adolescents. (SV)

ED 404 077 RC 020 917

Koesler, Rena, Ed.; Watters, Ron, Ed.
Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
PUB DATE- 96
NOTE- 223p.; For selected individual papers, see RC 020 918-929.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accidents; Camping; *Conservation (Environment); Decision Making; Environmental Education; Experiential Learning; Land Use; *Outdoor Education; *Program Administration; *Risk Management; Skill Development; Staff Development
IDENTIFIERS- *Outdoor Leadership; *Outdoor Recreation; Rock Climbing

This proceedings contains 20 papers from the 1995 International Conference on Outdoor Recreation and Education. The papers include guidelines for various aspects of outdoor leadership and materials relevant to program development and administration in outdoor recreation, outdoor education, and adventure therapy and education. Papers are: "ICORE Opening Presentation" (William E. Phillips); "Arriba! Building Teamwork and a Ropes Course in Mexico" (Jim Fullerton, Scot G. Davis); "Camping with Kids" (Joel Bauch); "Defining Responsible Stewardship: A Land Management Perspective" (Duane Grego); "An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation" (Travis L. Teague); "Future Directions for AORE & 1995 AORE Membership Survey Results" (Jim Fullerton, Tim Moore, Steve Guthrie); "Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience" (Cheryl A. Estes, Steven Tomb); "Land Access, Protection and Permits" (Steve Munsell); "Managing Growth in Your Outdoor Recreation Rental Program" (Rob Jones, Brian Wilkinson); "Minimum Impact Techniques for Outdoor Leaders" (Mark Simon); "Organizing a Climbing Competition" (Tim Steele); "Re-Establishing a Clean Climbing Ethic" (Aram Attarian); "The Role of Tacit Knowledge in Judgement and Decision Making" (Steven Guthrie); "Teaching Technical Skills through Play" (Laurie Gullion); "Therapy in the Mountains" (Judith A. Kennison); "UIAGM Ropehandling Techniques" (K. Ross Cloutier); "Using Importance-Performance Analysis To Evaluate Teaching Effectiveness" (Aram Attarian); "When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together" (Curt Schatz); "Whitewater River Accident Analysis" (Ron Watters); and "Wilderness Emergencies: A Practical Approach to Decision Making" (Gerard Dunphy). Appendices more aggressive federal role to assure equity in local school systems. For most of its history, federally funded Indian education aimed to assimilate American Indians into the dominant U.S. culture. In the 1960s, evidence of high Indian dropout rates and school ineffectiveness led to legislation promoting Indian parent participation and tribal control of schools. By the 1980s, tribal sovereignty was under attack from national and state agencies that claimed that Indians were not ready to run tribal schools and that tribal schools should not be independent of state or federal regulations. In this context, ABT Associates was hired by the U.S. Department of Education to compare the cost effectiveness of tribal, public, and Bureau of Indian Affairs schools, but with the real purpose of justifying reduction of tribal self-determination. At about the same time (mid-1980s), a small rural school system in the West ("Madison") was being evaluated because of grievances filed by Indian parents. The town was near a reservation and received substantial impact aid to fund schools due to high Indian enrollment. The Madison study compared the performance of Indian students in Madison schools with that of public school students across the state in terms of the quality of education. Most of this book is devoted to these two studies. Based on very different premises--"melting-pot" assumptions versus cultural pluralism, the studies had diametrically opposed evaluative methodologies. The ABT study was short and primarily statistical, while the Madison study included long-term observations and measures of teacher and community expectations. The final chapters suggest increased federal intervention through a voucher system based on accountability of public schools and teachers. Contains references and an index. (SV)

ED 404 094   RC 020 936

Organizing for Schooling. IDRA Focus.
PUB DATE- Jan 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Childrens Rights; Disadvantaged; *Educational Change; *Educational Improvement; Educational Planning; Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Equal Education; Federal Aid; *Limited English Speaking; Professional Development; *School Activities; *School Effectiveness

This theme issue includes four articles on schoolwide approaches to educational equity and improvement. "Schoolwide Projects: A Challenge for Administrators on Campuses with LEP Students" (Abelardo Villarreal) synthesizes the literature on schoolwide reform strategies used in schools that have been successful with limited-English-proficient (LEP) students. Four indicators central to these schools' effectiveness with LEP students are rigorous standards; flexible, high quality curriculum; coordinated federal resources; and goals and results orientation. "A Different Kind of Will: Educational Equity and the School Reform Movement" (Bradley Scott) reviews research findings about four types of school practices that discriminate against disadvantaged students, examines policy options to eliminate barriers and assure educational equity, discusses elements of the Improving America's Schools Act of 1994 and Goals 2000: Educate America Act that promote equitable outcomes, and lists questions to use in assessing program the academic, industrial, and governmental communities, and; increase the number of future adults capable of conducting research and development. The pamphlet is intended to be used by teachers and administrators as they manage the JSHS program within their schools and by students as they conduct their research, write about their research projects, and track the various deadlines which must be met as part of the program. A symposium overview, program description, program objectives, themes, awards, eligibility, fees, project guidelines, abstracts, computer use, judging guidelines, oral presentations, poster sessions, and travel are discussed. The appendices contain project writing guidelines, program application forms, abstract forms, and examples of abstracts of research conducted by other Pacific Region JSHS students. (ZWH)

ED 404 111 SE 054 192

Young, Deidra J.
The Effect of the Science Learning Environment on Science Achievement and Equity.
PUB DATE- Jan 94
NOTE- 32p.; Paper presented at the Meeting of the International Congress for School Effectiveness and Improvement (Melbourne, Victoria, Australia, January 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Research; Cross Cultural Studies; *Educational Environment; Elementary Secondary Education; *Equal Education; Foreign Countries; Mathematics Education; *School Location; *Science Education; Sex Differences; *Socioeconomic Status

In 1983/84, the International Association for the Evaluation of Educational Achievement (IEA) conducted their second international science study to investigate two factors related to student achievement in science: (1) the relationship between students' reported perceptions of the science learning environment and their science achievement; and (2) the effect of various science learning environment scales on gender and socioeconomic differences in science achievement. Participants included 10-year-old, 14-year-old (focus in this report), and grade 12 students from 12 of the 24 countries/educational systems in the original study. Although the countries appeared incomparable in terms of their educational systems, results revealed that one commonality that exists between all countries examined is an increased practical work component in science lessons associated with improved science achievement by students. Furthermore, the variability found in science achievement outcomes from school to school supports the assertion that the student's learning environment has an effect on achievement outcomes. The test instrument for 14-year-old students is appended. (ZWH)

ED 404 112 SE 054 239

Sutton, John T.; And Others
Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 28p.

Research; *High Schools; *Science Education; *Sex Differences; *Test Reliability
IDENTIFIERS- *Attitudes Toward Science; *Test of Science Related Attitudes

Since the mid 1980's increasing research has been conducted on the relationship that exists between student attitude toward science and science achievement. While many are focusing on investigating this relationship, this study focused on assuring that measurement of attitude changes of diverse groups in America is done with valid and reliable instruments. This focus was realized by seeking to answer two questions: (1) How well is the construct "attitudes toward science" measured by the Test of Science-Related Attitudes (TOSRA); and (2) Are there differences in attitudes toward science between male and female high school students? Regarding reliability, the results obtained were comparable to similar studies. However, seven distinctive dimensions among the 70 items were not found. It was concluded that the TOSRA is a valid and reliable instrument for use with American students. In addition it was added that although females generally are reported as having poorer attitudes toward science, the females in this study only had less positive attitudes in the areas of career/leisure interest in science and in science classes. In terms of performing experiments and the social importance of science, there were no significant differences between the attitudes of males and females. The text is appended. (ZWH)

ED 404 133   SE 054 972

Smist, Julianne M.; Owen, Steven V.
Explaining Science Self-Efficacy.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographical Inventories; Biological Sciences; Educational Research; High Schools; Physical Sciences; *Science Education; Science Laboratories; Science Tests; *Self Efficacy; Womens Education
IDENTIFIERS- *Attitudes Toward Science; *Test of Science Related Attitudes

In order to avoid the projected shortfall of a half a million science and engineering professionals by the year 2010, many believe that we must find ways to increase the number of minorities and women who choose the sciences as a discipline of study. This study, involving 500 high school students, explores the collective relationships among science self-efficacy, attitudes toward science, and the attributions for success and failure in science. Student attitude toward science was measured using the Test of Science Related Attitudes (TOSRA). The Science Self-Efficacy Questionnaire was developed to measure beliefs about competence in school science tasks. In predicting physics, biology, and chemistry self-efficacy, the biographical and aptitude blocks together explained significant variation. In predicting laboratory self-efficacy, the combination of biographical and aptitude measures explained significant but modest variance. The researchers concluded that certain stable variables (aptitude) predict science self-efficacy. However, alterable variables (attributions and attitudes) explained substantially more variation in science conceptions of food and nutrition"; "Textbook representations of science-technology relationships"; "The historical context of Newton's Third Law and the teaching of mechanics"; "Effect of context and gender on application of science investigation skills"; "'Hands on - minds on': introducing openness into senior biology practical work"; "Post-primary science teachers' perceptions of primary science education"; "Towards a theoretical basis for students' alternative frameworks in science and for science teaching"; "Teaching problem-solving skills: a reflection on an in-service course for chemistry teachers in Singapore"; "A decade of debate on the schooling of girls in physics: where are we now?"; "Chemical apathy or hysteria: what role for education?"; "Students' understanding of concepts related to plant growth"; "Science teachers' views of professional development"; "Teaching about theories of light in Year 12 Physics: an historical approach"; "Improving quantitative volumetric analysis skills in first year university chemistry courses"; "A case study of scientific reasoning"; "The relevance of 'recent and relevant' experience"; "Action research through stimulated recall"; "An alternative model for textbook formation"; "How consistently do students use their alternative conceptions?"; "The role of classroom research projects in the preparation of science teachers"; "Facilitating practitioner research into strategies for improving communication in classroom groups: action research and interaction analysis--a reconciliation?"; "Emerging issues concerning the future directions of Australian senior science education: the Queensland experience"; "Conceptions of water-related phenomena"; "A study of force concepts in tertiary level students"; "'The sun is sleeping now': Early learning about light and shadows"; "Response to the Discipline Review of Teacher Education in Mathematics and Science"; "The evolution of an approach for using analogies in teaching and learning science"; "Teacher and student usage of science textbooks"; "Developmental aspects of primary school children's construction

---

ED 404 152 SE 057 426

Gardner, Paul L., Ed.
Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).
PUB DATE- 94
NOTE- 402p.; For volumes 19 and 21, see ED 327 377 and ED 351 190. For volumes 22 and 23, see SE 057 424-425.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Constructivism (Learning); *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Science and Society; *Science Education
IDENTIFIERS- Australasia

This volume contains 41 papers, 10 abstracts/research notes, and an after-dinner speech "The Book of Genesis and the Chronicles of the People of ASERA (Australasian Science Education Research Association). Paper titles include: "Improving students' understanding of carbohydrate metabolism in first-year Biochemistry at tertiary level"; "Students' learning in science lessons: towards understanding the learning process"; "Intention and practice in school science education"; "Teaching science in primary schools: what knowledge do teachers need?";

Sourcebook for Watershed Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Community Involvement; Educational Resources; *Educational Strategies; Elementary Secondary Education; *Environmental Education; Interdisciplinary Approach; Problem Solving; *Program Development; Units of Study
IDENTIFIERS- Environmental Action

The Global Rivers Environmental Education Network (GREEN) watershed education program is unique from other water monitoring programs because it emphasizes action-oriented and problem-solving approaches based on an interdisciplinary education and extensive networking with others traveling down a similar path. This sourcebook offers guidance based on years of experience from coordinators of the five regional GREEN watershed education programs. It includes strategies for program development, teaching, and evaluation, as well as learning activities and materials. It also provides strategies for developing sustainable, community-based support networks that help identify community resources to meet program needs. After an introduction, section II provides guidelines for coordinating an overall GREEN program, as a community coordinator, group leader, educator, school administrator, or parent. Section III provides an introduction to the philosophies behind the GREEN approach and the specific steps to coordinate the program at the classroom or individual group level. Practical examples and suggestions as well as a wide variety of lessons, units, and activities are also provided. Appendices contain philosophical and educational strategies, using technology, curriculum matrices, and a list of resources. (JRH)

ED 404 172   SE 059 710

Stapp, William B.; And Others
Environmental Education for Empowerment: Action Research and Community Problem Solving.
PUB DATE- 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Action Research; *Community Involvement; Cooperative Learning; Educational Change; Elementary Secondary Education; *Empowerment; *Environmental Education; Innovation; Investigations; *Problem Solving; Social Change; Student Projects
IDENTIFIERS- *Environmental Action; Environmental Awareness

This book addresses the subject of environmental education in the context of educational and social change. It focuses on the synthesis of action research and community problem solving in the context of education. The result, Action Research and Community Problem Solving (ARCPS), can be defined as a process

A Piagetian View of Learning Styles.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Cognitive Style; *Developmental Stages; *Educational Strategies; Elementary Secondary Education; Evaluation; *Piagetian Theory; Problem Solving; Teaching Methods

Knowing how people learn and why they learn in a specific manner unlocks the mysteries of good teaching. Many learning style differences are related to Piagetian stages of cognitive development. Students' stages of cognitive development may not correspond to their ages and achievements. Piaget also found that many individuals are at different levels of cognitive development in various subject areas. This accounts for contradictions in levels of achievement across the curriculum. Most teachers are unprepared to shift attention from explicit presentations of subject matter to fostering development of abstract thinking and are reluctant to reduce or substitute content despite the implications of Piagetian research. Teachers can determine their students' learning styles by using learning style inventories that define the cognitive, affective, and physiological behaviors of individuals. Knowing how students learn can then help inform good choices by teachers of content, resources, and teaching strategies. With respect to measuring and evaluating systems, rather than emphasizing standard problem solving formats and types of problems, teachers should challenge the students with novel problems that test their understanding. Teachers can make improvements in their instruction when they teach in ways that bring about not only learning in that particular subject, but also cognitive growth. (JRH)

ED 404 192 SE 059 746

Waller, Patricia L.; Smith, Gail G.
Gender Representation in Children's Science Book Visuals: A Comparative Study.
PUB DATE- 28 Dec 96
NOTE- 11p.; Paper presented at the Global Summit on Science and Science Education (San Francisco, CA, December 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Books; *Characterization; *Childrens Literature; Content Analysis; Elementary Education; Science Education; *Science Materials; *Sex Differences; Sex Role
IDENTIFIERS- *Gender Issues; *Trade Books

Adults who utilize trade books when working with children should be aware of the differences in gender portrayal of adults in children's science trade books. This paper describes the results and implications of a gender representation study of the visuals in children's science trade books identified as outstanding by the National Science Teachers Association in 1976 and 1993. The humans shown in the visuals in these books were evaluated not only for the frequency of male and female representations but also for the type of portrayal. The evaluation of each human found in a visual included the (a) content category (biological or physical), (b) physical activity, (c) location, (d) occupation, (e) tool use, and (f) personal interactions among the humans. Significant differences employability of graduates, among others. Reliance on the Western educational system without resources to back it up is discussed. Innovative ways of financing education and development of syllabi based on analysis of culture and environment have promise for the future. Educational institutions with appropriate syllabi and attitude could greatly enhance technological development. Enhancement of the role model of teachers and their motivation underscores the success of future education and science in Africa. (DK)

ED 404 210 SO 024 405

Connell, Helen
Education and Tolerance. International Commission on Education for the Twenty-First Century.
PUB DATE- May 94
NOTE- 22p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Curriculum Development; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; Global Approach; *Majority Attitudes; Minority Groups; Social Bias; Social Discrimination; Teaching Methods
IDENTIFIERS- International Year of Tolerance; *Tolerance

This paper explores the issue of tolerance and its important place in education. The consequences of an unchecked growth of intolerance, fostered by indifference, in the form of an increase in violent conflict, promises to be not only unpleasant locally, but possibly catastrophic on a world scale, when interdependent social and economic structures and environmental consequences are taken into account. Focusing on education for tolerance is one way to achieve the goal of a tolerant world order. This paper refers to tolerance in a "strong" or clear and active sense, in contrast to the imprecise and ambivalent "weak" colloquial use of tolerance effectively as an apology for indifference. In an actively reciprocal tolerant order, it is not easy in practice to know where to draw the line between the acceptable and the unacceptable. Tolerance means acceptance of difference, yet there are limits to tolerance itself. This paper identifies three key educational challenges to learning and teaching tolerance: (1) defining the educational task; (2) establishing a knowledge base for educating for tolerance; and (3) overcoming identifiable obstacles and barriers that exist to the learning and teaching of tolerance. The paper identifies educational responses including system-wide school policies concerning tolerance, pre-school and early childhood learning, school level policies, organization, and management, curriculum-wide approaches, specific courses of study, and other areas of school and community life. Other possibilities discussed are adult and continuing nonformal education, monitoring and assessing education for tolerance, and supporting teachers. Policy implications are discussed. Contains 26 references. (DK)

ED 404 211 SO 024 406

Gannicott, Ken; Throsby, David
Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
PUB DATE- Apr 94

"Artists: Percent of Income from Teaching Art"; and (6) "Individual Artists: Spending." Findings indicated that the fine arts provide a supplementary source of income for many Alaskans. It is estimated that 2000 artists in the state earn at least part of their income from art. Visual artists in Alaska tend to earn more from producing art than do performing or literary artists. Paid positions for musician, actors, and dancers are few. The market for writers is usually outside Alaska. Therefore, the economic impact of individual artists on Alaska's economy is believed to be concentrated in the visual arts. The report presents a separate section on art in rural Alaska. Contains 11 references and samples of survey instruments. (NP)

ED 404 230 SO 025 968

Naccereto, R. W.
Alaska Native Arts Education Survey.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.; National Endowment for the Arts, Washington, D.C.
PUB DATE- May 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; American Indians; *Art Education; Artists; Community Resources; Curriculum Development; Elementary Secondary Education; Instructional Materials; Visual Arts
IDENTIFIERS- *Alaska; Artists in Schools Program; Arts Organizations

In 1987 the Alaska Department of Education conducted a survey of the state fine arts curriculum. The resulting information revealed an inconsistency in Alaska Native Arts Education throughout the state. To explore this situation further, the Arts in Education Program conducted its own survey in the spring of 1990, entitled, "Native Arts Curriculum in the Schools." This survey was sent to 55 districts and was returned by 54. A similar survey, "Native Arts Educational Programming" was returned by 14 Native/Arts organizations. The findings indicated: (1) 11 districts have a formal arts curriculum, with formal defined as a complete packaged guide. 30 districts have an informal curriculum that integrates Native Arts into other areas such as social studies or literary arts. 13 districts had no Native Arts curriculum. (2) The development and evaluation of Native Arts curriculum generally involves input from local teachers, Native corporations and personnel representing the Johnson O'Malley Program, and Indian Education Studies. (3) The Alaskan Native Art forms taught, in order of most to least, are carving, beadwork, skinsewing, storytelling, dance, basketry, maskmaking, and other. (4) Most artists are recruited by "word of mouth." (5) Other than funding, primary needs of school districts are in areas of curriculum development and resource lists of available artists and curriculum materials. Recommendations to promote quality Alaska Native Arts Education in the Arts Education Program include: (1) establish a statewide Alaska Native Artist Talent Bank; (2) develop a resource list of curriculum materials; (3) promote the State Arts Council's Artists in Schools Program; and (4) train classroom teachers in the area of Alaska Native Arts. The document includes descriptive paragraphs of each participating school district and organization. (MM)

ED 404 231 SO 026 245

"Views and Viewpoints," includes: (1) "Mexican Texas: A Distinctive Borderland" (Daniel D. Arreola); (2) "The Southern Hill Country Region of Texas" (Richard C. Jones); (3) "Along the Edge of the Hill Country: The Texas Spring Line" (James F. Petersen); (4) "Means and Extremes: The Weather and Climate of South-Central Texas" (Richard A. Earl; Troy Kimmel); (5) "Site and Situation: A Historical Geography of San Antonio" (Jeffery B. Roet); (6) "A Bicultural Geography of the Alamo" (Miguel De Oliver); (7) "Germans in Texas: Deep in the Heart of San Antonio" (Dona Reeves-Marquardt); (8) "Relocation Diffusion and the Cultural Attributes of Afro-Texans" (William R. Brown); (9) "The Border Industries Program: A Geography of Maquiladoras" (Byron Augustin; Michal Kohout); (10) "Environmental Hazards of the Lower Rio Grande Valley" (John Tiefenbacher); (11) "The Rio Grande as an International Boundary" (James F. Petersen); and (12) "A Journey through Literary Texas" (Mark Busby). Part 2, "Learning Activities," contains: (1) "The Edwards Aquifer" (Isobel Stevenson); (2) "Donde Voy (Where I Go)" (Philip Rodriguez); (3) "Circling San Antonio" (Dagoberto Eli Ramirez); (4) "New Braunfels: Reflections on a Tin-Roof City" (JoBeth Oestich); (5) "Enchanted Rock: An Outdoor Classroom" (Martha O. Bock; Frederick M. Bock); (6) "The Battle over Dolphin Bay" (Linda L. Hammon); and (7) "Drawing Political Boundaries" (Debbie Lange; Bill Sands). Contains 39 figures and 2 tables. (EH)

ED 404 254   SO 026 574

Moreo, Dominic W.
Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
PUB DATE- 96
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Environment; *Educational History; Educational Practices; Educational Trends; Elementary Secondary Education; *Foundations of Education; Modern History; *Social Change; *Social Environment; *United States History; World War II
IDENTIFIERS- *Depression (Economic 1929)

This book examines the state of schools and the thinking of educators during the years from 1929 until the entry of the United States into World War II. These years were marked by social dislocation and suffering, yet research shows neither public school bureaucracies nor the leading educators of the day advocated any new advances in education comparable to the economic and social changes being proposed. This book attempts to delineate the effects of the Great Depression upon the schools and draws largely from the press and periodicals of the times. There are ten chapters. The first two chapters explore the recommendations of professional educators from the influential "Social Frontiers" and its leading writers, John Dewey, Harold Rugg, and George Counts. Subsequent chapters review the national scene, including the reorganization of New York City's public schools, and examine the case of the Seattle public schools and the conflict between bureaucracy advocating centralization and parents insisting on neighborhood schools. The book also addresses the issues of inadequate teacher compensation, the nonpayment of wages in municipalities, and the role of the federal government and the Works Progress which forms the core of the guide, organizes entries according to a given area of interest within a geographical region. Entries are listed by the name of either the institution providing the resource or the title of the work. Each entry lists geographical focus, chronological period, nature of the activity or material, topics covered, grade level, price, and a description of the resource with an address for further information. The third section is a "Supplementary Bibliography." Several indexes list the resources by location, grade level, culture, and specialized topic. The document concludes with a bibliography on archaeology for adults, Internet resources, and a list of archeological organizations. (MM)

ED 404 277 SO 027 500

Downs, Mary, Ed.; And Others
Archaeology on Film. Second Edition.
PUB DATE- 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ancient History; Annotated Bibliographies; *Archaeology; Educational Media; Elementary Secondary Education; Filmographies; *Films; Instructional Materials; Nonprint Media; *Non Western Civilization; Resource Materials; Social Studies; *Western Civilization

This document provides a comprehensive guide to archaeological films and video tapes of archaeological interest. Individual films and film series are listed alphabetically by title. Each entry includes the following information: title, series, date, length, color/black & white, format, purchase and rental prices, distributor/rental source, producer (when known), description, audience, level, and review references. An index organizes titles by subject. The document concludes with a complete guide to distributors that includes addresses and phone numbers. (MM)

ED 404 278 SO 027 512

Walters, Connie
Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
PUB DATE- 95
NOTE- 173p.; Song lyrics are in French, Japanese, Swahili, Spanish, Dutch, and Polish, with some English translations. Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Cultural Activities; Cultural Education; Elementary Education; Food; *Foreign Countries; Instructional Materials; *Interdisciplinary Approach; Multicultural Education; Music; *Music Activities; Music Education; *Recipes (Food); *Social Studies; Thematic Approach; Units of Study

This teacher's guide, designed for use with elementary age students, contains units of study about eight countries, their inhabitants, customs, and nationally celebrated events with

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Community Involvement; *Comprehensive School Health Education; Curriculum Design; Elementary Education; *Family Involvement; *Health Education; *Health Promotion; Principals; Program Implementation; Teacher Responsibility

This guide, designed for principals, on-site leaders or administrators, describes the implementation of the "Actions for Health" series, a comprehensive elementary school (Grades K-6) instructional program for health education. The guide is organized into four sections. The first section, "The Principal's Role," describes the steps a principal is advised to take to get the program going. Section 2, "The Program," outlines curriculum content and emphases for each grade level, lesson elements, and teachers' responsibilities. Section 3, "Home and Family Involvement," discusses types of family and community involvement, benefits of such involvement, and improving the school's family and community involvement program. Section 4, "What Is a Comprehensive School Health Program," outlines the components of a comprehensive school health program and the relationship between health and learning. Six appendixes provide the following additional materials: scope and sequence for "Actions for Health," an overview of "Actions for Health" by level, a list of involving families letters, a family night agenda, newsletter inserts, and a fitness plan for the principal. (Contains 21 references.) (LL)

ED 404 299 SP 035 217

Nolin, Mary Jo; And Others
Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Evaluators; Job Performance; National Surveys; Performance Factors; *Public School Teachers; *Teacher Attitudes; *Teacher Evaluation

A study was conducted to determine the extent to which public school teachers of kindergarten through grade 6 have experienced formal evaluations in their current school and the procedures employed in evaluating teacher performance. The nationally representative Survey on Teacher Performance Evaluations was administered to approximately 1,000 elementary school teachers in the spring of 1993. Findings include the following: (1) most teachers (89 percent) believe their last performance evaluation provided an accurate assessment of their teaching performance; (2) 94 percent reported that evaluation criteria were known to them prior to assessment; (3) 92 percent reported that their most recent evaluation included classroom observations; (4) while 99 percent said that subject matter knowledge should be a consideration in performance evaluation, only 65 percent said it had been considered in their most recent evaluation; (5) most teachers perceived that their

South Carolina for its integrated undergraduate-faculty development program; and to Virginia Polytechnic Institute and State University (Virginia Tech) for a faculty development institute. (CH)

ED 403 863 HE 029 945

Wangerin, Paul T.

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.

PUB DATE- Jul 94

NOTE- 106p.; Paper presented at Annual Conference on The Science and Art of Law Teaching (Spokane, WA, July 15-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Civil Rights; *Court Litigation; *Educational Malpractice; *Error of Measurement; *Evidence (Legal); Grade Prediction; Grades (Scholastic); *Grading; Higher Education; *Law Schools; Legal Problems; Psychometrics; Scoring; Student Rights; Teacher Made Tests; Testing Problems; Test Reliability; Test Validity

This paper addresses problems confronting law school teachers in grading law school exams and assigning letter grades. Using prototypical dialogue and scenarios, the paper examines mathematical and statistical issues that contribute to grading errors. Discussed in relation to real world data and the bar exam are: differential weighting, combining scores, test reliability, consistency in measurement, and standard error issues. The paper also reviews two sets of court cases. In so-called "academic challenge" cases, case law is clear--the burden of proof is on test-takers who must show that tests violate accepted norms. In "high-stakes testing" on the other hand, the burden of proof is upon test-scorers, who must prove that tests comply with accepted academic norms. Since such cases often involve claims of civil rights, court rulings are more ambiguous. This raises the question of whether most law school grades are high-stakes tests or simply academic challenge situations. Appended to the paper are sample test questions which instructors can used to evaluate their own grading biases. Also appended is a chapter, "Constructing and Using Essay and Product Development Tests" from the book, "Measuring and Evaluating School Learning", by Lou M. Carey. (Contains 50 references.) (CH)

ED 403 864 HE 029 946

Young, Robert B.

No Neutral Ground: Standing by the Values We Prize in Higher Education.

PUB DATE- 97

NOTE- 231p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Altruism; Beliefs; Codes of Ethics; Culture Conflict; Democratic Values; Educational Philosophy; Educational Principles; Ethics; *Futures (of Society); *Higher Education; *Integrity; Moral Development; Moral Values; Self Actualization; Standards; Value Judgment; *Values; Values Clarification

This book is a call to those within higher education to remain

SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- Feb 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Discrimination; Aging (Individuals); *Attitude Change; *Audience Response; *Childhood Attitudes; *Discussion (Teaching Technique); Foreign Countries; Grade 6; Grandparents; *Individualized Instruction; Intermediate Grades; Interpersonal Communication; Older Adults; Scripts; Student Attitudes; *Videotape Recordings
IDENTIFIERS- Taiwan

A study was conducted to determine if audience-tailored videotapes and the format of follow-up discussions can change audience attitudes. Sixth-grade students in Taiwan were given a survey on their attitudes toward elderly people. Scripts for videotapes were written based on the data obtained from the survey. Children found to have a negative attitude toward the elderly (n=90) were assigned to one of six groups to view a videotape entitled, "Living with elders is like having a treasure in the home." Three groups were shown a "perfect" version of the videotape, which showed the bright side of elderly people and emphasized the benefits children can get from spending time with elders, and three groups were shown a "realistic" version, which stressed that though elders may have some unpopular personality traits, they are well-intentioned. After watching the videotape, two groups had no discussion, two viewed an additional videotape of interviews with the video's child actors expressing their real-life attitudes toward the elderly, and two groups participated in a follow-up discussion led by the teacher. Three out of six groups experienced a positive change in attitude. Dramas emphasizing positive images of subject material lead to improvement in childrens' attitudes. In addition, good-quality follow-up discussion can be helpful in enabling children to change their attitudes. (Contains 38 references.) (SWC)

ED 403 882 IR 018 239

Chou, Chien; Lin, Hua
Navigation Maps in a Computer-Networked Hypertext Learning System.
PUB DATE- Feb 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997). Figures have some Chinese text and may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Cognitive Style; College Students; Computer Networks; Computer Uses in Education; *Concept Mapping; Courseware; Foreign Countries; Geographic Concepts; Higher Education; *Hypermedia; *Information Retrieval; Knowledge Representation; Multimedia Instruction; *Navigation (Information Systems); Online Searching; *Search Strategies
IDENTIFIERS- Browsing; Computer Integrated Instruction; Taiwan

A study of first-year college students (n=121) in Taiwan investigated the effects of navigation maps and learner

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computer Interfaces; *Curriculum Development; Higher Education; *Information Literacy; Information Science Education; Information Seeking; Information Skills; Information Utilization; *Internet; *Library Instruction; Online Systems; *Search Strategies; Technological Advancement; Thinking Skills; User Needs (Information); World Wide Web
IDENTIFIERS- *Technology Integration; *University of Alaska Fairbanks

Internet-oriented courses and teaching materials tend to focus on technology. A typical approach covers the basic services (terminal emulation, file transfer, gopher, etc.) and how to use the programs which support them. The development of integrated browsers which adapt to the different protocols of the Internet without the need for user knowledge or intervention has made this technological focus irrelevant for most students. As the Internet becomes less of a challenge to computer science it has become much more of a challenge to information science. Students now need to learn how to formulate strategies for finding information on the Internet and how to evaluate that information rather than concentrating on the mechanics of Internet tools. This shifts the focus for Internet education from computer literacy programs to library skills programs. This paper describes the evolution over time of an undergraduate course on the Internet and other online resources offered at the University of Alaska Fairbanks (UAF). In the future, there will be less emphasis on a class devoted exclusively to the Internet and more integration of Internet tools in the library's teaching efforts. The web and tools developing in response to it will allow educators to concentrate on the "why" rather than the "how." (Author/SWC)

ED 403 900 IR 056 274

Mitchell, Steve
Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
PUB DATE- 96
NOTE- 7p.; A downloaded version of one of 29 conference papers (for those in ERIC, see IR 056 258-274) placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Authority Control (Information); *Electronic Libraries; Higher Education; Indexing; Information Technology; *Internet; Research Tools; *Subject Index Terms
IDENTIFIERS- *Library of Congress Subject Headings; Links (Indexing)

INFOMINE is an academic virtual library containing close to 5,000 records describing and providing hypertext links to academically useful Internet resources. Creating a virtual

Traditional Library Cataloging Services" (Eric Lease Morgan); (13) "Cataloging at the Library of Congress in the Digital Age" (Beth Davis-Brown and David Williamson); and (14) "Cataloging Internet Resources: The Convergence of Libraries and Internet Resources" (Martin Dillon and Erik Jul). Includes a subject index. (Author/SWC)

ED 403 918 IR 056 316

Jensen, Mary Brandt
Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
PUB DATE- 96
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Computer Software; *Copyrights; *Decision Making; Fair Use (Copyrights); Federal Regulation; Flow Charts; Information Policy; *Information Utilization; Interlibrary Loans; Legal Responsibility; Music; Publications; *Reprography; Users (Information); Videotape Recordings
IDENTIFIERS- Copyright Office

This book provides a step-by-step guide for librarians to find and analyze the various copyright issues in any library project, even with little or no previous knowledge of copyright law. The book discusses each section of copyright law that might apply to any library project. A series of flow charts provides a framework for decision making, guiding the librarian through analysis of the copyright problem to application of the correct rules and laws in order to arrive at a proper decision. Part 1 provides an explanation of how to use the book, the ten decision charts, and an example of applying the system to a project. Part 2 discusses various sections of copyright law: determining if works are copyrighted, using parts of works, reproduction, public display, public performance, public distribution, derivative works, fair use, and permission and licenses. Practice projects with summaries of the analysis for each project are supplied in part 3. Part 4 contains eight appendices: guidelines for interlibrary loan (CONTU--the National Commission on New Technological Uses of Copyrighted Works), educational photocopying, educational music, off-air taping, and classroom and reserve use (Association of College and Research Libraries (ACRL)/American Library Association (ALA); notice required on circulating copies of computer programs; "Circular 22: How To Investigate the Copyright Status of a Work" (Copyright Office, Library of Congress); and Selected sections of Title 17 United States Code. (Author/SWC)

ED 403 919 IR 056 317

Bielefield, Arlene; Cheeseman, Lawrence
Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
PUB DATE- 97
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

through discussions of common readings; creating two learning communities, one applying sociology to politics and another about identity, to help students recognize both the similarities and the differences among Americans; screening a film discussing racial prejudices among men to several hundred students in a Sociology course; facilitating student exploration of their own ethnicity through discussions; and hosting a speaker series along with a forum and photo exhibit on the issue of church burning to generate discussions concerning the concept of community. Obstacles faced by the project included some lack of interest, limited faculty participation due to previous commitments, and too much focus on differences rather than similarities. In spring 1997, three learning communities exploring America's communities will be implemented. (HAA)

ED 403 935 JC 970 098

Cumberland County College, AACC Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Community Colleges; *Cultural Pluralism; Curriculum Development; Discussion; History Instruction; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Cumberland County College NJ

In 1996, Cumberland County College (New Jersey) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The primary goals of the college's action plan were: emphasizing greater pluralism, assigning writing on pluralism and American identity in the developmental writing courses, developing a course on 20th century American culture, and introducing an American Studies option. Two survey courses of American literature were revised to reflect pluralism and identity themes. Various poems, narratives, journals, orations, myths, and tales were read for the Colonial, Reason and Revolution, Romanticism, Realism, and the 20th century periods. In two U.S. history courses, the syllabi were revised and new materials purchased to incorporate more viewpoints. Students in developmental English classes had writing assignments on topics relating to pluralism and American identity. The major obstacle to the project was a lack of faculty interest, although students and some of the faculty were somewhat enthusiastic. Overall, participation in the project has allowed the college to improve and update the curriculum, encouraged students and staff to keep the themes in the forefront, and started the college with activities that will contribute to the Exploring America's Communities: In Quest of Common Ground conversation. (HAA)

ED 403 936 JC 970 099

trips, tours, guest speakers, a storytelling festival, workshops, and historical and literary readings were included in the class. Two specific obstacles faced by the college were difficulty in team-teaching two disciplines and covering the course's vast amount of material. Work remaining on the project is the sharpening of the focus of the American Studies course as well as the expansion of the Honors program. (HAA)

ED 403 952 JC 970 115

Northampton Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 11p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Studies; *Black Studies; Community Colleges; *Cultural Pluralism; Culture; Curriculum Development; *Multicultural Education; Textbooks; *Thematic Approach; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Northampton Community College PA

In 1996, Northampton Community College (Pennsylvania) participated in the Exploring America's Communities project sponsored by the American Association of Community Colleges. The project works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. One of the major goals of the project is the revision of two literature classes: one course was expanded to include more works by Native American, African-American, Hispanic-American, and Asian-American writers; and the other, an African-American literature class, was altered to broaden understanding about what it means to be an American. Revisions in the general literature class were made through the inclusion of new textbooks, new instructional approaches, and new course themes. Throughout the semester, the instructor was able to integrate conversations around the issues of pluralism, American identity, commonalties, and differences by encouraging small group discussions held before class and by hosting a lecture by a guest speaker. Students responded positively to this thematic approach to reading and discussing literature. The African-American literature class emphasized classroom discussions on American identity in African-American literature and the addition of new themes to the course. In the spring, the course syllabus will be revised to include more readings and expand discussion about cultural pluralism. Course materials, including a syllabus, bibliography, exam materials, and paper topics, are included. (HAA)

ED 403 953 JC 970 116

Nunez Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and

Beachler, Judith A.; Pagtalunan, Jose
Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
PUB DATE- Nov 95
NOTE- 233p.; For Volume I reports for individual colleges, see JC 970 153-155; for Volume II, see JC 970 156.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; *Dropouts; Graduate Surveys; *Majors (Students); Multicampus Districts; *Participant Satisfaction; Program Effectiveness; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Los Rios Community College District CA

In 1995, the three colleges in California's Los Rios Community College District (LRCCD) surveyed 6,151 former students from 1993-94 to gather information on student outcomes and characteristics. This report presents districtwide findings related to the frequencies and percents of responses by academic program. Following an executive summary and the survey instruments used by the District's three colleges (American River College, Cosumnes River College, Sacramento City College), a general discussion is provided of survey methodology, indicating that surveys were sent to all graduates and certificate earners and a random sample of non-returning students who had not graduated. Tables are then provided of the survey response rate, indicating that responses were received from 2,389 former students, and overall responses for all academic programs. The next section provides data tables showing responses for occupational education programs, including: accounting, administration of justice, automotive mechanics technology, automotive technology, aviation maintenance technology, business, communications media, computer information science, dental hygiene, drafting technology, early childhood education, electronics technology, engineering, environmental control technology, fire technology, health information technology, horticulture, human services, interior design, legal assisting, management, medical assisting, nursing, occupational therapy assisting, office administration, real estate, and social services assisting. Responses are then presented for general programs, including art, general education or transfer/liberal arts, humanities, interdisciplinary studies, mathematics, physical education, science, and social sciences. The final section presents tables of responses for undeclared students. (HAA)

ED 403 970 JC 970 153

Beachler, Judith A.; Pagtalunan, Jose
Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
PUB DATE- Nov 95
NOTE- 141p.; For the Volume I report of districtwide outcomes, see JC 970 152; for Volume II, see JC 970 156.
LANGUAGE- English

ED 403 986 PS 024 318

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.

PUB DATE- 29 Dec 92

NOTE- 836p.; For related manuals, see PS 024 316-319. For preliminary findings of the study, see ED 353 087. Additional results will be reported in journals during the next 2-3 years.

LANGUAGE- English

EDRS Price- MF05/PC34 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Development; Data Collection; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Family Environment; *Home Visits; Interviews; Laboratory Experiments; Longitudinal Studies; Parent Child Relationship; Parents; Physical Development; Questionnaires; Recruitment; *Research Design; *Research Methodology; Telephone Surveys; *Toddlers; Videotape Recordings

IDENTIFIERS- Bayley Scales of Infant Development; *NICHD Study of Early Child Care; Solitary Play

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is an ongoing, prospective, 3-year longitudinal study of over 1,300 full-term healthy infants and families from 10 sites across the United States. While the sample is not nationally representative, the subjects come from major regions of the country: the East Coast, the West Coast, the Mid-West, the North, and the South. They come from urban and from rural settings, and include minorities as well as single-parent and two-parent families. The study examines the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. The study design takes into account the complex interactions among characteristics of the family and home, of the child care environments, and of the child. Subject recruitment started in January 1991, and data collection was scheduled to end at the beginning of 1995. Data collection involved periodic telephone calls to families beginning at 3 months and home visits, child care center visits, or laboratory assessments at 1, 6, 15, 24, and 36 months. This document is volume 4 of a 5-volume operations manual that explains, in 29 chapters, the procedures used in conducting the NICHD study. Volume 4 consists of chapters 20 through 24, which describe the 24-month visits and assessments, except that the volume begins with chapter 13 reproduced from volume 3. This chapter provides instructions for conducting follow-up telephone interviews at 13 and 23 months. Chapter 20 presents an overview of the visits to the child's home and child care center, and laboratory assessments at 24 months. Chapters 21 and 22 outline the procedures to follow in the visits to the child's home and child care center at 24 months. Chapter 23 provides instructions for: (1) conducting the 24-month laboratory visit; (2) observing and coding children's solitary play, and assessing children's compliance during a clean-up activity; (3) administering the Bayley Scales of Infant Development; (4) videotaping mother-child interactions; (5) conducting standardized interviews and questionnaires; and (6) measuring children's physical growth. Chapter 24 presents instructions on making follow-up telephone calls at 27, 30, and 33 months. (BC)

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; *Curriculum Design; Curriculum Development; *Educational Change; Educational Planning; Educational Strategies; Foreign Countries; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Professional Development; Program Descriptions; Social Change; Team Teaching
IDENTIFIERS- Developmentally Appropriate Programs; *South Africa (Cape Province)

Education in South Africa has mirrored the inequality and sociopolitical upheaval that has marked that country's history since the official establishment of apartheid in 1948. This paper provides a brief summary of some of the main issues impacting education in South Africa, a description of Fish Hoek Middle School just south of Capetown, an outline of some key middle schooling practices at the school, a discussion of the role of the school in promoting educational continuity in its community, and concluding remarks on current issues and future directions for the school. The paper begins with a look at apartheid's impact on education and the challenges faced in reconstituting the country's educational system and curriculum. Fish Hoek Middle School is described in terms of its developmentally appropriate nature, its mission, interdisciplinary team-teaching organization, guidance program, and exploratory mini-course program. The paper continues with a look at the school's role as a bridge between traditional elementary and secondary education, and concludes with a discussion of remaining problems in the areas of teachers' professional development and the country's centralized external examination system. Contains 10 references. (EV)

ED 404 006 PS 024 945

Chafel, Judith A., Ed.; Riefel, Stuart, Ed.
Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.
PUB DATE- 96
NOTE- 305p.; For volume 7, see ED 391 592.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; Childhood Needs; Classroom Environment; Context Effect; *Early Childhood Education; Educational Practices; Educational Research; *Educational Theories; Learning Processes; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Teacher Researcher Relationship

Reflecting the complexity of the early childhood education enterprise--classroom practice, teacher preparation, research, and conceptualization--this volume reflects an examination of the literature for illumination as to the value of early education theory and its usefulness to practice. The book has 10 chapters divided into three parts that cover academic perspectives, practitioner perspectives, and a synthesis of theory and practice. The chapters are: (1) "Theory: An Analysis (part 1)" (Landon Beyer and Marianne Bloch); (2) Theory: An Analysis (part 2)" (Marion Hyson); (3) "Practice: An Analysis" (F. Michael Connelly and D. Jean Clandinin); (4) Does Theory Lead Practice? Teachers' Constructs about Teaching: Top-Down Perspectives" (Frances Schoonmaker and Sharon Ryan); (5) "Does Practice Lead Theory? Teachers' Constructs about Teaching: Bottom-Up Perspectives" (Leslie Williams); (6) "Teachable Moments: Socially Constructed Bridges" (Thea Cox); (7) "A Teachable Moment and the Never-Ending Story" (Margaret

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
PUB DATE- Nov 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Childhood Attitudes; Children; Child Welfare; Community Role; Context Effect; Early Childhood Education; Economically Disadvantaged; Emotional Response; Family Influence; Family Role; Foreign Countries; Perspective Taking; *Poverty; Prosocial Behavior; *Quality of Life; Self Concept; Social Development; Socialization
IDENTIFIERS- Caribbean; Central America; *Latin America; South America

In Latin America and the Caribbean, poverty is not merely a problem of marginalized communities. It is the situation in which 240 million people--50 percent of the population--are living. This report describes research undertaken by the Quality of Life Project, which aims to improve the situation of children in these disadvantaged communities. The report begins with a discussion of the economic situation in these areas and the response to it by government and the people struggling with it. The report then moves into an explanation of the project's perspective on two main themes: quality of life and child development. In both areas the report stresses the importance of understanding specific, interrelated social contexts. The report then describes six studies carried out by the project. The first investigated the perception that children from disadvantaged backgrounds have of the world in which they live (based on 12 fundamental concepts such as goodness, money, death, and friendship); the second study investigated the development of perspective-taking. The third study examined empathy and prosocial behavior, while the fourth attempted to determine the perceptions these children have of themselves. The last two studies examined the family's and the community's roles in offering these children protection from their harsh environment. The report concludes with a discussion of doubts and concerns stemming from the research. (EV)

ED 404 024 PS 025 034

Ingraham, Phoebe Bell
Creating & Managing Learning Centers: A Thematic Approach.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Classroom Design; Classroom Environment; Cognitive Development; Creative Development; Discovery Learning; Educational Facilities Design; Elementary Education; Emotional Development; Experiential Learning; Learner Controlled Instruction; *Learning Centers (Classroom); *Learning Resources Centers; Literacy Education; Physical Development; Reading Centers; Resource Centers; *Skill Centers; Social Development; Student Centered Curriculum; Thematic Approach
IDENTIFIERS- *Child Centered Education; Learning Environment

Providing a center-oriented classroom takes more than rearranging the furniture. This book offers guidance to teachers in all

Prenatal Care; *Social Indicators; State Surveys; Trend Analysis; Violence; *Well Being
IDENTIFIERS- *Idaho; *Indicators

This Kids Count data book examines county and statewide trends of Idaho children's well-being. The statistical profile is based on 14 indicators: (1) children under age 18 in poverty; (2) children in single parent families; (3) births with adequate prenatal care; (4) infant mortality rate; (5) births to mothers age 10 to 19 without prenatal care; (6) low birth weight infants; (7) death rate of children age 1 to 14; (8) high school graduation rate; (9) teens age 16 to 19 not enrolled in school who are high school dropouts; (10) births to unmarried teens age 10 to 19; (11) juvenile violent crime arrest rate; (12) teens age 16 to 19 not in school and not working; (13) teen violent death rate (age 15 to 19); and (14) child abuse rates. Several findings emerge from the analysis. About 16 percent of Idaho children live in poverty, and about 15 percent live in single parent families. About 70 percent of infants are born with adequate prenatal care, with an infant mortality rate of 8.2 per 1,000 births, and a child death rate of about 35 per 100,000 children. About 90 percent of Idaho twelfth graders graduate from high school. About 7 percent of live births occur to unmarried teens age 10 to 19; the juvenile violent crime arrest rate is currently 309 per 100,000 youths; and the teen violent death rate is about 72 per 100,000. Two appendices present a summary table, data sources, and indicator definitions. (KDFB)

ED 404 043 RC 018 761

Phipps, Maurice
Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.
PUB DATE- 92
NOTE- 8p.; September 26-28, 1991); see ED 360 108.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Experiential Learning; *Group Dynamics; *Leadership Styles; *Motivation; Outdoor Activities
IDENTIFIERS- *Outdoor Leadership; *Situational Leadership

This paper discusses leadership styles and the stages of development of a group. Situational leadership is based on the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) the leader must provide given the situation and level of maturity or readiness of the followers. Having gauged the maturity level, the leader decides which leadership style to use; telling, selling, participating, or delegating. Situational leadership can be linked to stages in group development. There are four stages of group development. Each stage has a personal relation function and a task function. The stages of personal relations are dependency, conflict, cohesion, and interdependence. The stages of task functions are orientation, organization, data-flow, and problem-solving. "Experiential Leadership Education" teaches people skills in leadership, such as leadership styles and group dynamics. An Experiential Leadership Profile consists of scores from several tests, data gained from experience, and a group dynamics questionnaire. The profile shows results from pre- and post-tests that illustrate changes in style and effectiveness in hypothetical situations, recording decisionmaking over time. The profile enables the leader to visualize aspects of his or her leadership that are normally

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; *Economic Factors; *Educational Needs; Elementary Secondary Education; Family Attitudes; Foreign Countries; *Poverty; *Rural Areas; Rural Farm Residents; Social Attitudes; Socioeconomic Influences
IDENTIFIERS- Education Economy Relationship; *Pakistan; *Wage and Price Controls

Rural poverty in Sindh, Pakistan, has been artificially created by low prices of wheat, fixed by the federal government's price control board. Agriculture and agro-based industries account for 80 percent of the country's labor force. Among the consequences of this price control are low margins of profit to the farming community; low capacity to adequately develop farm land; low wages to farmers; and malnutrition in farm families, resulting in mental retardation and low I.Q. in children. Prices are controlled to provide cheap labor to industry. Other factors that contribute to poverty in Sindh are: loans against rural property are allowed at 10 percent of property value, compared to 75 percent for urban property; feudalist remnants in society discourage education among the masses to keep them poor and ignorant; and rural property owners lost their land to money lenders during the post-World War I depression. Poverty has affected family attitudes, economic conditions of the family, and the intellectual level of parents, all of which have affected the education of children. The education system needs to be reshaped to meet new social demands and should emphasize primary education, formal and technical education, adult literacy programs, equal education, and vocational education. A table shows the real value of 50 kg of wheat in terms of 1950 prices, for the years 1950-87. (TD)

ED 404 061 RC 020 892

Panhwar, Farzana
Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; *Distance Education; *Educational Needs; Elementary Secondary Education; Foreign Countries; Illiteracy; Relevance (Education); Rural Women; Sex Discrimination; Social Attitudes; Vocational Education; *Womens Education
IDENTIFIERS- *Pakistan; *Social Barriers

Female literacy in Pakistan is among the lowest in the world. In 1981, the literacy rate was 16 percent for females, and 7.3 percent for rural women. Distance education can effect many social changes. Females would be the main beneficiaries because it is not socially acceptable for girls to leave home for education; parents do not like coeducational schools; social attitudes do not permit school education for girls on the conviction that any freedom to go out will result in sexual involvement with males; and women with low levels of education are stigmatized and accorded low social status. Both rural and urban conditions can be improved by providing women with integrated programs in hygiene, food, health, and basic and vocational education, as well as professional training in the include workshop materials, the conference program, and a list of participants. (SV)

ED 404 078 RC 020 918

Fullerton, Jim; Davis, Scot G.
Arriba! Building Teamwork and a Ropes Course in Mexico.
PUB DATE- 96
NOTE- 6p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *College Faculty; College Students; *Construction (Process); Cooperative Programs; Foreign Countries; Higher Education; High School Students; Personal Narratives; Service Learning; Site Development; *Student Volunteers; *Teamwork; Volunteer Training
IDENTIFIERS- *Mexico (Yucatan); Outdoor Recreation; *Rope Courses; University of Nebraska Lincoln

A staff member of the Outdoor Adventures Program at the University of Nebraska-Lincoln relates his experience in supervising the construction of the first low ropes course in Yucatan, Mexico. During 1994, two staff members visited Yucatan to explore trip possibilities for the program and to inquire about a future conference location. While leading the men on a tour of the area, the director of the Yucatan Cultural Foundation discussed her experience participating in a ropes course and the need for such a facility in Yucatan. Consequently, planning of the ropes course was begun. The site selected for the course was Hacienda Tabi, a former sugar hacienda that covers nearly 40,000 acres. Coca-Cola of Yucatan provided funding for the project and members of the Mexican Conservation Corps provided labor. The Mexican Conservation Corps recruits student volunteers to work on community service projects during the summer. A total of 60 students aged 15-25, assisted with construction of the ropes course. During construction, student volunteers were taught about the elements that were being built, the philosophy of team building activities, and the history and development of group challenge activities in the United States. Using only hand tools, the volunteers cleared and prepared the site in 2 weeks. It became necessary to order some materials from the United States, and once the needed materials arrived, volunteers worked another 5 days to finish the project. The student volunteers were trained in safety, spotting, site management, and group dynamics. A University of Nebraska group was scheduled to visit the course in December 1995. (LP)

ED 404 079 RC 020 919

Teague, Travis L.
An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
PUB DATE- 96
NOTE- 7p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

equity. "IDRA's Project FLAIR: Professional Development Model Addresses Literacy Development from a Schoolwide Perspective" (Rogelio Lopez del Bosque) describes Project FLAIR (Focusing on Language and Academic Instructional Renewal), which provides professional development training and other support for school-based development of an intensive schoolwide language-across-the-curriculum program. "The Whole School, the Whole Child" is an interview with Elfida Gutierrez, principal of Hueco Elementary School (El Paso, Texas), who discusses schoolwide improvement in classroom practices and assessment. Contains references. This issue also contains the cumulative index for the IDRA Newsletter for January 1996-December 1996. (SV)

ED 404 095 RC 020 937

Standards and Assessment. IDRA Focus.
PUB DATE- Feb 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Admission Criteria; Advisory Committees; Affirmative Action; Bilingual Education; *College Admission; Educational Legislation; *Educational Policy; Elementary Secondary Education; Higher Education; Limited English Speaking; Minority Groups; State Curriculum Guides; State Legislation; *State Standards; *Student Evaluation
IDENTIFIERS- Diversity (Student); *Texas; Texas Essential Knowledge and Skills; *Texas Higher Education Coordinating Board

This newsletter includes three articles, two of which focus on standards for student evaluation and for admission to higher education. "A Measuring Stick for Standards and TEKS: Meeting the Needs of Second Language Learners" (Laura Chris Green, Adela Solis) examines beliefs embodied in the notion of standards; defines content, performance, and opportunity-to-learn standards; discusses development of the Texas Essential Knowledge and Skills (TEKS), new curriculum and instructional guidelines; and calls for modifications to TEKS to meet the needs of students learning English as a second language. "Criteria for Diversity: THECB's Advisory Committee Suggests New Criteria" (Albert Cortez) discusses Hopwood vs. the State of Texas, which challenged use of racial and ethnic factors in college admissions and financial decisions; examines possible criteria promoting student diversity in college admissions; and lists recommendations for legislation and institutional practices from an advisory committee of the Texas Higher Education Coordinating Board (THECB). In an unrelated article, "Equity and Excellence: Current Issues in the 75th Texas Legislative Session" (Albert Cortez, Anna Alicia Romero) examines state educational policy issues: school finance equity, property taxes, public funding for private schools, language policy and bilingual education, access to public education for immigrant students, minority access to higher education, alternative educational placements for disruptive students, and school accountability. Also included is "The Analogy of the Amoeba" (Jose A. Cardenas), commentary on the need to adapt instructional programs to student needs and characteristics. Contains references. (SV)

ED 404 096 RC 020 939

Couto, Richard A.
An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Mathematics Curriculum; Mathematics Education; *Mathematics Tests; Models; *Standardized Tests; *Student Evaluation; *Test Construction
IDENTIFIERS- *Alternative Assessment; *NCTM Curriculum and Evaluation Standards; Reform Efforts

Recommendations for educational change are not focused just on curriculum. Recently a great deal of attention has been focused on reforming the evaluation and assessment of students' mathematical knowledge. Since standardized tests determine what topics will be taught in schools, it seems sensible to refine assessment prior to instituting major curricular change. The National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards provide a clear picture of how to address mathematical assessment and can direct attention to areas that will provide a clearer picture of student understanding. This publication presents a Framework for Mathematical Tasks reflecting five components from the NCTM Standards: the Focus Areas, Problem Solving, Communication, Connections, and Power and Disposition. The framework is represented by a series of interactive cycles and is used to demonstrate how tasks can be constructed and examined. Appendices contain a student scoring rubric and question sets. (MKR)

ED 404 113 SE 054 257

Young, Donald B.; Pottenger, Francis M.
Water Resource Management. Student Guide and Teacher's Guide.
PUB DATE- 92
NOTE- 198p.; This document consists of two separately published but companion guides.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Problems; Ecology; *Environmental Education; Groundwater; Intermediate Grades; *Investigations; Junior High Schools; Learning Activities; Middle Schools; Physical Sciences; Scientific Concepts; Simulation; Social Problems; Units of Study; *Water Pollution; *Water Quality; *Water Resources; Water Treatment; Wetlands
IDENTIFIERS- Pollutants; *Water Quality Analysis

This student guide and accompanying teacher's guide are a product of the Foundational Approaches in Science Teaching (FAST) curriculum development project at the University of Hawaii. In the teaching guide, the introduction gives a description of the underlying theory and practice in FAST and includes the FAST instructional model, descriptions of FAST courses, a conceptual framework of the local environment, a schedule and sequence of the units, a description of FAST instructional materials, and a safety advisory. Both the student and teacher guides are made up of eight investigations separated into three sections. In Section A, "Water in My Community," students investigate the water cycle, uses of water, the distribution of water, and local resources related to water resource management. In self-efficacy, and the overall effect sizes were very large. Contains 28 references. (ZWH)

ED 404 134 SE 054 973

Ainley, John

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.

PUB DATE- Apr 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Educational Research; Equal Education; Foreign Countries; High Schools; *Science Education; Sciences; *Sex Differences; Socioeconomic Status; *Womens Education

IDENTIFIERS- *Attitudes Toward Science; Australia

In previous research, participation in science studies in senior secondary school has been related to background characteristics of students and to earlier achievements and interests. This paper reports an investigation of participation in courses in senior secondary schools in Australia which embody different science orientations. Two science-oriented course types were identified: (1) a physical science course type which included both physics and chemistry and was followed by 15 percent of students; and (2) a biological and other science course type which included two science subjects other than the physics and chemistry and was followed by nine percent of students. As a generalization, participation in a physical science course was most strongly shaped by earlier achievement in numeracy, interest in investigative activities, and gender. In comparison, participation in a biological and other science course was shaped by investigative interests, social, and curriculum influences. Among males, the influence of earlier achievement on physical science participation was independent of socioeconomic status. Among females, earlier achievement influenced participation for those of higher socioeconomic background but not for those of lower socioeconomic background. This suggests that differences in social processes are operating and that conventional expectations regarding women in science still limit some females in senior secondary school. (Author/ZWH)

ED 404 135 SE 054 975

Warkentin, Robert W.; And Others

Discontinuities in Science Teaching: A Developmental Analysis.

PUB DATE- Apr 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Comparative Analysis; *Differences; Educational Research; Higher Education; Intermediate Grades; Middle Schools; *Professors; *Science Instruction; *Science Teachers; Secondary Education; *Teacher Attitudes

One direction that science education reform has taken is an

"Pre-service teachers' use of problem-solving in primary science"; "Group interactions in science practical work"; "Teaching portfolios: developing quality learning in pre-service science teachers"; "From science teacher to technology facilitator: a case study of Katherine"; "Progression in school science curriculum: a rational prospect or a chimera?"; "The development of a K-3 science profile in the context of the National Science Statement and Profile"; "Newton's Third Law after Newton"; "Concept substitution: an instructional strategy for promoting conceptual change"; "An examination of the predictions and explanations of pre-service nurses across a range of contexts involving the same principles of fluid physics: a preliminary study"; "Learning to learn in informal science settings"; "Technology education and science education: engineering as a case study of relationships"; "First-year tertiary students' understanding or iron filing patterns around a magnet"; "Application of genetics knowledge to the solution of pedigree problems"; "Student beliefs and learning environments: developing a survey of factors related to conceptual change"; "Subject competency of teachers and level of dependence on resource packs to teach levers, gears and pulleys"; "Explainers' perceptions of visitors' learning at an Interactive Science and Technology Centre"; "Technological problem solving in two science classrooms"; "Images in mirrors: recollections, alternative explanations and modes of cognitive functioning"; "Responses to an interactive science exhibit in a school setting"; "Diagram predication and higher order structures in mental representation"; "Perceptions of assessment in a senior physics class"; "Gender inclusive curricula: a focus on two responses"; "Knowing and learning about science in a preservice setting: a narrative study"; "Factors perceived to have enabled 25 women to develop expertise to teach primary science"; "The effect of the direction of motion on students' conceptions of forces"; "Measuring affective outcomes from a visit to a Science Education Centre"; "Students' thinking in a chemistry laboratory"; "Data handling in the primary science classroom: children's perception of the purpose of graphs"; "'Have you got any cholesterol?': Adults' views of human nutrition"; "A constructivist approach to secondary school science experiments"; "'I want to find out how the sun works!' Children's sociodramatic play and its potential role in the e

---

ED 404 153 SE 058 139

Muller, Carol B.; Collier, John P.
Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
PUB DATE- Nov 95
NOTE- 8p.; Paper presented at the Frontiers in Education Conference (Atlanta, GA, November, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Course Content; *Critical Thinking; Educational Change; *Educational Strategies; *Engineering Education; Higher Education; High Schools; Inquiry; *Interdisciplinary Approach; *Problem Solving; *Professional Development; Relevance (Education); Science Activities; Science Programs
IDENTIFIERS- Dartmouth College NH

This paper describes a program sponsored by Dartmouth's Thayer School of Engineering for high school science and mathematics that enables students and teachers to participate more fully in the planning, implementation, and evaluation of educational activities aimed at resolving an issue that the learners have identified. This handbook is divided into four parts, each one designed to provide specific information on an aspect of the theory and practice of ARCPS. Part I discusses the need for an educational system that prepares children for a rapidly changing world and introduces the philosophy, theory, and methodology of the ARCPS process as a way to address this need. Part II offers four case studies of innovative educational programs that use elements of ARCPS in different educational settings. Part III provides guidance for planning, implementing, and evaluating an ARCPS project in the classroom, and includes suggestions on ways to reinforce this learning and disseminate these ideas. Part IV contains group process and skill-developing activities useful to learners working together in the investigation of the environment. (JRH)

ED 404 173   SE 059 711

Stapp, William B.; And Others
Cross Cultural Watershed Partners. Activities Manual.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Cooperative Learning; Cultural Context; Elementary Secondary Education; *Environmental Education; *Global Approach; Learning Activities; *Multicultural Education; *Partnerships in Education; Student Projects; *Water Quality; Water Resources
IDENTIFIERS- Environmental Action; Environmental Awareness; *Watersheds

The Global Rivers Environmental Education Network (GREEN) has developed this manual of background information and activities for teachers and students who are interested in adding a cross cultural component to their watershed education program, or who wish to include an environmental context to their cross cultural experience. The instructional model laid out in this manual allows participants to share perspectives on their respective cultures and ideas on local water quality issues. This manual includes a progressive series of activities, the sum of which comprises a cross cultural watershed education program that proceeds in five stages, each outlined in a separate chapter. Chapter 1, "Understanding Culture", describes the initial stage of the program where students describe their own cultures and discuss how cultural values affect their viewpoints. From this perspective, students are then encouraged to compare their beliefs and values with those of other cultures. In chapter 2, "Development of a Cross Cultural Relationship", students learn to develop the attitudes, skills, and sensitivity they need to communicate effectively with their cross cultural partners. Chapter 3, "Understanding Your Watershed", contains activities in which students explore the history of their watershed, conduct biochemical assessments of river water quality, interpret the implications of their data and other findings, and begin to consider the range of environmental issues within their watershed. In chapter 4, "Understanding Water Quality", students describe their watersheds, identify any water quality problems and their causes, and learn to communicate this information with their partners. In chapter 5, "Cross Cultural Watershed Partnership", in the frequency and type of portrayal of males and females were found between content categories within a single year and between years. Some of the changes in gender portrayal observed between the two years mirror changes in gender role found in society during the past 17 years. The significant differences which reflect society were seen in three categories-age, activity level, and occupations. Age and occupation differences are described in this paper. (Author/JRH)

ED 404 193 SO 023 356

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
PUB DATE- 93
NOTE- 14p.; Poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Interrelationships; Foreign Countries; Global Approach; Global Education; Immigrants; Multicultural Education; *Non Western Civilization; Public Policy; *Reading Assignments; Secondary Education; Social Studies; Units of Study; *World History
IDENTIFIERS- *Australia

This document presents a study unit on Australia for secondary school students. A student reading examines Australia's cultural conflicts, history, 20th century development, and recent government policy. Australia's commitment to multiculturalism, the benefits of immigration, and the prospects for the future are also explored. The teacher's resource guide includes six backgrounds on topics that the student article introduces, three exercises, a "Reference Shelf," and information on Australia's population and Australia's neighbors. References include books, periodicals, and other items on Australian topics. (SG)

ED 404 194 SO 023 382

Wasserman, Nora M. Fraser
Sexual Harassment in the 90's.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Females; Government Role; Government School Relationship; Higher Education; Law Related Education; *Sex Fairness; *Sexual Harassment; Social Change; Student Reaction; *Teacher Attitudes; *Work Environment
IDENTIFIERS- *Title IX Education Amendments 1972

This document discusses the developing law of sexual harassment. Sexual harassment is discussed not only in the school environment, but also in the workplace. Two legally recognized forms of sexual harassment are described: (1) quid pro quo, or demanding sexual favors in exchange for grades, raises, promotions; and (2) the hostile environment claim, in which sexual harassment is so pervasive that even women not being directly subjected to sexual advances suffer because of the atmosphere. The document explains each form, the criteria for determining sexual harassment, and what a plaintiff must prove in order to make a claim against an employer. Title IX is

NOTE- 14p.; For related papers, see SO 024 394-407 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Size; Curriculum Development; Developing Nations; *Educational Quality; Educational Research; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Global Approach; Instructional Materials; Language of Instruction; *School Effectiveness; Teacher Effectiveness

This paper discusses the importance of expansion of the quantity of schooling and enhancement of the quality of schooling, both of which can be seen as directed towards the same goal, the improvement of educational outcomes for the population. Because both quantitative and qualitative investment projects in the education sector compete for the same limited public investment funds, from a public policy point of view, there is likely to be a trade off between quantitative expansion and qualitative improvement. In order to provide information on which sound policy-making can be based, it is important to identify the educational and economic returns to investment in both quantity and quality, and to understand the interactions between them. In this way overall strategies can be formulated and assessed that will provide an appropriate balance between these two avenues for achieving national objectives for educational development. This paper discusses the link between quality and performance by exploring what research shows. A disparity exists among countries at different stages of development because when existing quality levels are low, as in most developing countries, the impact of quality improvements on student achievement at the margin are far more marked than when quality levels are already quite high. Factors affecting quality are: (1) teacher quality; (2) class size; (3) instructional materials; (4) language of instruction; and (5) curriculum reform. Characteristics of effective schools are listed, and conclusions and policy implications are discussed. Contains 42 references divided into 9 sections.

ED 404 212 SO 024 407

Pair, Claude
Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
PUB DATE- May 94
NOTE- 18p.; For related papers, see SO 024 394-406 and SO 024 448-454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational History; *Educational Trends; Foreign Countries; Global Approach; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; Technical Education; *Vocational Education

This paper discussing vocational education begins with a brief historical overview highlighting the need for close links between vocational training and employment. The history of vocational training is described in traditional societies, industrial companies, the period following World War II, and the recent economic and cultural crisis of unemployment. The paper proposes a typology of the vocational training systems handed down from the past. In this period of growing complexity and specialization of vocational training, different systems of vocational training coexist not only in different countries,

Davis, Shari; Ferdman, Benny
Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; American Express Co., New York, NY.; National Endowment for the Arts, Washington, D.C.; Philip Morris Inc., New York, NY.
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Interdisciplinary Approach; *Intergenerational Programs; Intermediate Grades; Multicultural Education; Older Adults; Theater Arts; Writing (Composition)
IDENTIFIERS- Folk Art

This guide is designed to encourage the participation of seniors in the classroom by engaging young and old in joint ventures to reconstruct artistically their own, their families', and their communities' cultural heritage in writing, theater, and visual arts projects. Intended for both teachers and artists working in the schools, the book presents an inviting case and useful suggestions for intergenerational projects that enhance the school curriculum. Drawing on the metaphor of a cookbook, the guide offers a series of "side dishes" in which students interview seniors from their families and communities and develop simple writing projects for students and seniors to undertake together on the theme of community history. Six chapters outline various successful projects and specific plans and include sample questionnaires plus additional project ideas. (Contains references.) (DQE)

ED 404 232 SO 026 246

Anthropological Materials Available from the Smithsonian Institution.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- African Culture; American Indian Culture; *Anthropology; *Archaeology; Black Culture; *Ethnography; *Folk Culture; Foreign Countries; Museums; Non Western Civilization; Religion; Resource Materials; Social Studies; Western Civilization
IDENTIFIERS- Asian Culture; Smithsonian Institution

This bulletin is a detailed list of source materials and resource packets for teachers, covering specific topics from the perspectives of anthropology, archaeology, and ethnography. All materials listed are available through the Smithsonian Institution. Pricing information is given with each item, and many materials are free of charge. Materials include information leaflets, bibliographies, books, a brief description of the archives, and a list of titles in the Smithsonian Series in Ethnographic Inquiry and the Smithsonian Series in Archaeological Inquiry. Most listings include title, author, publication date, and price. (DQE)

Administration in improving the lot of the schools. The majority of teachers were female, and salary decisions reveal the casual attitude of the male-dominated school administrations toward financial self-sacrifice by their underlings. The work concludes with a status report on public schools at the end of the 1930s, including schooling for black children and a review of parental responses to curricular changes. (EH)

ED 404 255 SO 026 591

Vue-Benson, Robin; Shumer, Robert
Civics, Social Studies, and Service Topic Bibliography.
PUB DATE- Feb 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Community Services; Democratic Values; Secondary Education; *Service Learning; Social Studies

Participation in Service activities can be a vital component to civics and social studies education. The sources selected for this topic ERIC bibliography on civics, social studies, and services are intended to aid practitioners in thinking about the developing service activities in their classrooms, schools, and communities. Divided into three sections, the first section provides background information and conceptual frameworks useful in thinking broadly about the role of service in education and youth development; the second section features descriptions of service programs or information pertinent to program development; the third section is a bibliography on civic and citizenship education issues pertaining to any service activity. Primary author(s), title, year published, availability information, and an abstract accompany each citation. In addition, guidelines on how to acquire desired ERIC resources listed are included. (LAP)

ED 404 256 SO 026 596

Sunshine, Catherine A., Ed.; Menkart, Deborah, Ed.
Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
SPONS. AGENCY- Network of Educators on the Americas, Washington, DC.
PUB DATE- 91
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Critical Thinking; Ethnic Groups; Foreign Countries; *Global Education; *Interdisciplinary Approach; Interviews; *Latin American History; Latin American Literature; *Latin Americans; Local History; Migration; *Multicultural Education; Oral History; Secondary Education; Social Studies
IDENTIFIERS- *Caribbean

This book was prepared to enable schools to incorporate material on the Caribbean into existing curricula. Four aims guided the editors in their selection and presentation of materials: (1) to show Caribbean history and contemporary realities through the eyes of ordinary people, both real and fictional; (2) to promote critical thinking rather than simply the memorization special emphasis on music and food traditions. Countries represented by the units in this guide include Australia, Canada, France, Japan, Kenya, Mexico, The Netherlands, and Poland. Each unit provides (1) Map and Country Information; (2) Word List/Translations-Definitions; (3) Original Songs; (4) Authentic Songs; (5) Recipes; and (6) Classroom Curriculum Activities. Several units also provide lists of books to read and step by step instructions for art activities, including patterns for teacher use and reproducible student sheets. (MM)

ED 404 279 SO 027 514

Pofahl, Jane
The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Elementary Education; *European History; *Fine Arts; Foreign Countries; Instructional Materials; Interdisciplinary Approach; Music; Music Education; Printing; *Social Studies; Theater Arts; *Western Civilization
IDENTIFIERS- Costume History; Europe; *Renaissance

This resource guide encourages grade 3-6 students to explore the social structure, government, culture and art forms, scientific discoveries, and historic personalities of the European Renaissance. The work is organized into 10 topics: (1) The Renaissance; (2) Art; (3) Leonardo da Vinci; (4) The Medicis; (5) Michelangelo; (6) Printing; (7) Music; (8) Theatre; (9) Clothing; and (10) Leisure Activities. After an introduction to each topic, student activity pages are provided. Vocabulary terms, suggestions for further research, and presentations of historical situation requiring creative problem solving are given. Reproducible pages are included for review of the historical and cultural facts studied. Two sheets of Renaissance stickers are included. The resource concludes with a Renaissance timeline. (MM)

ED 404 280 SO 027 518

Downs, Cynthia; Becker, Terry
Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
PUB DATE- 91
NOTE- 303p.; Cover title varies.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Clothing; *Cultural Activities; *Cultural Education; Elementary Education; Fine Arts; Folk Culture; Foreign Countries; Instructional Materials; Interdisciplinary Approach; *Latin American Culture; Multicultural Education; Music Activities; *Social Studies; Thematic Approach
IDENTIFIERS- *Mexico

This resource guide, designed for elementary level students, presents activities focusing on the language and customs of Mexico. The material is organized in 12 chapters that correspond with the curriculum calendar. Whenever possible, the thematic topic presented in each chapter refers to calendar evaluators were competent to judge performance in selected aspects of teaching; and (6) three-fourths of the sample indicated that determining teachers' pay levels was not an objective of evaluations at their school, and 50 percent agree that this should not be an objective. Fourteen statistical tables of estimates and standard errors and a sample copy of the survey instrument are appended. (LL)

ED 404 300 SP 035 358

Smith, Robert William
Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Figure contains broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Course Content; *Cultural Differences; *Cultural Influences; Elective Courses; Elementary Secondary Education; Equal Education; Graduate Study; Higher Education; Identification (Psychology); Justice; *Multicultural Education; Self Concept; Social Action; Social Change; Social Discrimination; *Student Development; *Teacher Education Curriculum; Values
IDENTIFIERS- *Diversity (Student)

An elective graduate course on multicultural education in a teacher education program had two main goals: (1) to develop student awareness of the ways in which race, class, and gender affect educational achievement; and (2) to encourage students to challenge social inequality and promote an acceptance of cultural diversity. A social reconstructionist view of multicultural education was presented, in which the inequalities in educational achievement were connected to larger issues of equity and justice in society. In order for teachers to be able to help others clarify their identities, they must first understand their own personal and cultural values and identities. Students were asked to write a social identity paper, school experience paper, research paper, and course summary, which reflected on their reaction to the course and developed a plan of action to support the learning experiences of a diverse student body. Three challenges in teaching this course included: expressing and clarifying feelings, monitoring classroom interaction, and challenging white males. For many students, the most powerful learning experiences involved increased self knowledge. Potential change is felt to be limited by lack of a broad vision of change, failure to acknowledge privileged opportunities, and differences in stages of student development. (Contains 15 references.) (JDD)

ED 404 301 SP 035 451

Haughey, Margaret; And Others
Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
PUB DATE- Jun 93
NOTE- 305p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

clear and consistent about the core values--service, truth, freedom, equality, individuation, justice, and community--that play a critical role in American society. It provides suggestions to help administrators and faculty to incorporate these values into their own practice and transmit them to their students and the community at large. The book is divided into three parts. Part 1 discusses essential academic values and their relationship to scholarship and democracy; it addresses altruism, the value of truth, freedom, equality, human dignity, justice, and community and empowerment. Part 2 examines challenges to these values including capitalism, spirituality, aesthetics, and changing times. Part 3 suggests ways to advance positive values by building an identity based on values, and by using values with integrity. (Contains 250 references and a name index.) (CH)

ED 403 865 HE 029 947

Freeman, Thomas M.; And Others
State University of New York. Performance Indicators Report.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Academic Persistence; College Faculty; College Outcomes Assessment; Comparative Analysis; *Educational Assessment; Educational Attainment; *Educational Finance; Enrollment Trends; *Evaluation Criteria; Graduation; Higher Education; Long Range Planning; Medical Education; Performance Factors; Resource Allocation; Staff Development; State Aid; *State Colleges; State Universities; Statistical Data; *Trend Analysis; Undergraduate Study
IDENTIFIERS- *Performance Indicators; *State University of New York

This report is part of the effort by the State University of New York to assess, evaluate, and plan for efficient use of resources. The report covers seven areas: (1) funding, which includes data on percent of revenue derived from tuition, trends in revenue sources, sources of community college revenues, costs for students living in dormitories, for commuter students, median family income, and expenditure and appropriation trends; (2) admission and enrollment data for freshmen and transfer students, minority applicants, and older students and women, and state trends; (3) graduation rates, including six- and four-year rates by race/ethnicity for baccalaureate and associate degree programs, and persistence and outcomes rates; (4) student and institutional quality, based on faculty satisfaction and average annual salary; (5) work force development, providing data for enrollment by region, degrees granted by level, and non-credit instructional activities; (6) graduate education and research, including trend data for program expenditures, for National Science Foundation awards, and for medical residents in primary care; and (7) management, including full-time equivalent comparisons, average number of classes taught, hours spent on professional activities, staffing trends, trends in fund-raising efforts, percent changes in number of employees by gender and race/ethnicity, and percent changes in faculty workloads. Data is presented in text, 10 tables and 27 figures. (CH)

ED 403 866 IR 018 210

cognitive styles on performance in searches for information, estimation of course scope, and the development of cognitive maps within a hypertext learning course. Students were tested to determine level of perceptual field dependence and assigned to one of five groups: no map, global map, local map, local tracking map, and all maps. Students searched particular sections, and browsed through the course "Introduction to Computer Networks" delivered by the Cooperative Remotely Accessible Learning (CORAL) system, a courseware browser. Navigation map type has significant effects on students' search steps, search efficiency, and development of cognitive maps. Subjects in the global map and all-map groups took fewer steps and had higher search efficiency than subjects in the other groups. Map type also contributed to a significant difference in cognitive map development scores, with all-map and global map groups scoring higher than other map groups. Map type did not cause a significant effect on either search-task completeness or estimation accuracy. Cognitive style had a significant effect on subjects' cognitive map development, but did not have a significant effect on subjects' search performance. (Contains 24 references.) (Author/SWC)

ED 403 883   IR 018 240

Collis, Betty; Breman, Jeroen
Information Technology Education in a Cooperative Environment: Design and Evaluation.
PUB DATE- Feb 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Course Descriptions; Foreign Countries; Group Experience; Higher Education; Information Technology; *Instructional Design; *Instructional Development; *Instructional Material Evaluation; Learning Strategies; *Multimedia Materials; Problem Solving; Student Role; Teacher Role; Teamwork; Theory Practice Relationship; World Wide Web
IDENTIFIERS- Learning Environment; *University of Twente (Netherlands)

Problem-centered project work, involving groups who work and learn collaboratively, is an important form of instructional organization. This is especially true for students learning about the design and development of multimedia learning materials, since working as members of design teams will be an important part of the professional futures of many of the students. At the University of Twente in The Netherlands, students in the Faculty of Educational Science and Technology have an initial experience in the multimedia-design process in a first year required course. Covering two cycles of the course, this paper describes the instructional design of the course itself and illustrates how information technology is both studied and used as the learning environment in the course. It shows how the World Wide Web (WWW) provides an integrated setting for the students, so they can experience as learners the sorts of environments they are studying and designing in their groups. Emphasis is placed on: the integration of process and product; evaluation as a key unifying process throughout the course; the use of "productive library helps make new territories of the Internet available to others. Librarians have traditionally identified printed-form scholarly resources of value to students and researchers, and they should continue to do so in the new information environment, utilizing new technologies and resources. INFOMINE is among an important class of tool that is helping define a useful scholarly information landscape on the Internet. Separate virtual collections or INFOMINEs exist in most major areas of university level research and educational interests. Library of Congress Subject Headings (LCSH) are used as subject terms in INFOMINE for the following reasons: LCSH indexing is very quick relative to other methods; LCSH is a standardized descriptive language that provides a common thread or a set of controlled access points across the disciplines, and that is familiar to librarians in all disciplines; LCSH is useful for both general and high-level subject description; and in the future, LCSH can be used in conjunction with other controlled vocabularies. The majority of the paper looks at the INFOMINE technique for applying LCSH subject headings. (Author/SWC)

ED 403 901 IR 056 276

Find It All at the Library! An Introduction to the Library for Children. Videotape.
PUB DATE- 96
NOTE- Running time: 10 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Elementary Secondary Education; Homework; Internet; Libraries; Library Collections; Library Facilities; *Library Instruction; *Library Materials; *Library Services; *Orientation Materials; Users (Information)
IDENTIFIERS- Access to Computers; *Dewey Decimal Classification; *Library Operations; Question Answering

This videotape provides an overview of the materials and services available in a typical library. Designed to interest elementary and middle school children in exploring the library, the video features a young host who tells children about the Dewey Decimal system and goes behind the scenes to see how a library works. The library does not only have books; it also has compact disks, magazines, computer software, videos, and may have online access to the Internet. Library services include interesting programs, computers to help with homework, and people trained to answer any question imaginable. This video can be used in the classroom, in the library, or at home. (Author/SWC)

ED 403 902 IR 056 277

Differences Make Us Stronger. Diversity in the Library. Videotape.
PUB DATE- 95
NOTE- Running time: 37 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Non-print Media (100)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Access to Information; Computer Software; Contracts; *Copyrights; Distance Education; Electronic Classrooms; Electronic Libraries; *Electronic Text; *Fair Use (Copyrights); Federal Regulation; Futures (of Society); History; Information Dissemination; *Information Policy; Information Technology; Information Utilization; Internet; Legal Responsibility; Publications; Reprography; Telecommunications; Trend Analysis; Users (Information)

IDENTIFIERS- American Library Association; Association of Research Libraries; Historical Background; National Information Infrastructure

This book provides librarians, researchers, and teachers with a comprehensive guide to technology and copyright issues, and is written for non-lawyers. Part 1 summarizes the historical and legal background and looks at future trends, including the probable effects of recommendations from the National Information Infrastructure report. Part 2 explores technology and copyright in libraries and classrooms, focusing on fair use doctrine, broadcasting, duplication and distribution, first sale doctrine, and contractual agreements. Part 3 offers information on copyright law and the electronic classroom, networks, and international agreements. Each chapter begins with a set of questions to help focus attention on important issues. Ten chapters are included: (1) Technology and the History of Copyright Law; (2) Technology and Copyright Legislation; (3) Technology and the Future of Copyright; (4) Fair Use: The Basics; (5) Fair Use: Technology in and for the Classroom; (6) Fair Use: Technology in the Library; (7) Section 108: Special Privileges for Libraries and Archives; (8) Contractual Agreements; (9) Distance Learning, Technology, and Copyright; and (10) The Worldwide View. Seven appendices with information from the American Library Association and the Commission on New Technological Uses of Copyrighted Works include: library copyright warning notices; exclusive rights of copyright owners; limitations on the exclusive rights of copyright owners; legislative materials on Section 108; innocent infringement by library or nonprofit educational institution; fair use guidelines for electronic reserve systems; and intellectual property: an Association of Research Libraries statement of principles. (Author/SWC)

ED 403 920   IR 056 318

Ross, Calvin

The Frugal Youth Cybrarian: Bargain Computing for Kids.

PUB DATE- 97

NOTE- 321p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Budgets; Classrooms; Computer Centers; *Computer Software Evaluation; *Cost Effectiveness; *Educational Media; Educational Technology; Elementary Secondary Education; Information Services; Internet; Online Systems; *Optical Data Disks; Public Libraries; School Libraries; *World Wide Web

IDENTIFIERS- Apple Macintosh; Computer Viruses; Connectivity;

Danville Area Community College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 7p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Curriculum Development; *Discussion; Interdisciplinary Approach; *Interviews; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges
IDENTIFIERS- Danville Area Community College IL

In 1996, Illinois' Danville Area Community College (DACC) participated in the American Association of Community Colleges Exploring America's Communities project, which works to strengthen the instruction of American history, literature, and culture at U.S. community colleges. DACC's action plan involved students in collecting materials from members of African American, Latino, and Asian communities in the Danville area, to be used for curriculum development in DACC's humanities classes and to be available to the local community. The students prepared for their interviews by discussing diversity and studying oral history research methodology. The interviews provided information about work patterns among minorities and the important roles played by education and military service in their survival. Common themes and challenges such as language barriers, isolation, and job discrimination were uncovered. Pride in accomplishments, a firm belief in family, and identification with family were common to all groups. The greatest challenge was to find people who were willing to be interviewed. To show their gratitude to the interviewees, the students and faculty held a celebration displaying pictures and quotes from the interviews. The interviewees' corrections of the manuscript are yet to be completed. Students who completed the project stated in their evaluations that they had gained a new awareness of minorities, a new appreciation for community diversity, and pride in their own abilities to meet new challenges. (HAA)

ED 403 937 JC 970 100

Fresno City College, Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 8p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Community Colleges; *Cultural Pluralism; Curriculum Development; Discussion; Interdisciplinary Approach; Literature; *Multicultural Education; Program Descriptions; Two Year Colleges; *United

Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activities; American Studies; Community Colleges; *Cultural Pluralism; Culture; Curriculum Development; *Field Trips; *Multicultural Education; Textbooks; Two Year Colleges; *United States History; *United States Literature
IDENTIFIERS- Nunez Community College LA

In 1996, Louisiana's Nunez Community College (NCC) participated in the Exploring America's Communities project sponsored by the American Association of Community Colleges. The project works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. NCC's primary goal was centered on providing its community with opportunities to learn about the cultural diversity which exists in its midst and the commonalties which bind the people of diverse cultures together. NCC had three main objectives for its program: incorporating a greater emphasis on cultural diversity in existing courses; providing opportunities for students to be exposed to various cultures by scheduling curriculum-related field trips and visits to various activities throughout the area; and including service-learning in the college's curriculum. A Multicultural Advisory Committee, whose tasks included recommending to the project team activities for implementation, was gathered from members of NCC's faculty, administration, and students. Modifications to humanities, history, and social science courses were made. In conjunction with these activities, team members worked with the library staff to begin identifying works of ethnic or pluralistic importance. Project activities in the fall centered around service-learning. Other activities included a festival exploring Louisiana's cultures and presentations illustrating the diversity of the ethnic groups that comprise Louisiana. (HAA)

ED 403 954 JC 970 117

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 97
NOTE- 9p.; In: National Conference on American Pluralism and Identity Program Book (New Orleans, LA, January 18-19, 1997); see JC 970 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Community Colleges; *Cultural Pluralism; *Culture; Curriculum Development; *Field Trips; *Multicultural Education; Program Descriptions; Two Year Colleges; *United States History
IDENTIFIERS- Rancho Santiago College CA

In 1996, California's Rancho Santiago College (RSC) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. To enhance instruction about American pluralism and identity, RSC's team developed a

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; *Dropouts; Graduate Surveys; *Majors (Students); *Participant Satisfaction; Program Effectiveness; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- American River College CA

As part of a districtwide follow-up study, California's American River College (ARC) surveyed 2,678 former students from 1993-94 to gather information on student outcomes and characteristics. This report presents findings for the college by academic program. First, a brief discussion of survey methodology is provided, indicating that surveys were sent to all graduates and certificate earners and a random sample of non-returning students who had not graduated; tables showing response rates are presented, indicating that 1,096 former students responded; and tables of overall responses are provided. Tables of responses are then presented for occupational education programs, including: accounting, general business, computer information science, early childhood education, electronics technology, engineering technology, fire technology, horticulture, human services, interior design, legal assisting, management, nursing, office administration, and real estate. Responses are then presented for general programs, including art, general education or transfer/liberal arts, interdisciplinary studies, science, and social sciences, and for undeclared students. For each section of responses, data are provided on student demographics, including completion and attendance status, gender, ethnicity, and age; college experience, including objectives and goals, reasons for not re-enrolling, units completed, license examination outcomes, satisfaction with ARC, rating of services, and benefits in terms of career plans; employment information, including student employment in jobs related and unrelated their studies; and continuing education status, including enrollment and transfer status and problems transferring. (HAA)

ED 403 971 JC 970 154

Beachler, Judith A.; Pagtalunan, Jose
Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
PUB DATE- Nov 95
NOTE- 93p.; For the Volume I report of districtwide outcomes, see JC 970 152; for Volume II, see JC 970 156.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; Community Colleges; *Dropouts; Graduate Surveys; *Majors (Students); *Participant Satisfaction; Program Effectiveness; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- Cosumnes River College CA

As part of a districtwide follow-up study, California's Cosumnes River College (CRC) surveyed 1,398 former students from 1993-94 to gather information on student outcomes and characteristics. This report presents findings for the college by academic program. First, a brief discussion of survey methodology is

ED 403 987   PS 024 319

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.

PUB DATE- 27 Oct 94
NOTE- 1,416p.; For related manuals, see PS 024 316-319. For preliminary findings of the study, see ED 353 087. Additional results will be reported in journals during the next 2-3 years.
LANGUAGE- English
EDRS Price- MF11/PC57 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Behavior; Child Development; Data Collection; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Family Environment; *Home Visits; Interviews; Laboratory Experiments; Longitudinal Studies; Parent Child Relationship; Parents; Physical Development; Questionnaires; Recruitment; *Research Design; *Research Methodology; Self Control; Telephone Surveys; Television Viewing; *Toddlers
IDENTIFIERS- Bracken Basic Concept Scale; Ear Infections; *NICHD Study of Early Child Care; Peabody Picture Vocabulary Test (Revised); Reynell Developmental Language Scales; Solitary Play

The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is an ongoing, prospective, 3-year longitudinal study of over 1,300 full-term healthy infants and families from 10 sites across the United States. While the sample is not nationally representative, the subjects come from major regions of the country: the East Coast, the West Coast, the Mid-West, the North, and the South. They come from urban and from rural settings, and include minorities as well as single-parent and two-parent families. The study examines the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of infants and toddlers. The study design takes into account the complex interactions among characteristics of the family and home, of the child care environments, and of the child. Subject recruitment started in January 1991, and data collection was scheduled to end at the beginning of 1995. Data collection involved periodic telephone calls to families beginning at 3 months and home visits, child care center visits, or laboratory assessments at 1, 6, 15, 24, and 36 months. This document is volume 5 of a 5-volume operations manual that explains, in 29 chapters, the procedures used in conducting the NICHD study. Volume 5 consists of chapters 25 through 29. Chapter 25 provides instructions for conducting follow-up telephone interviews at 35 months. Subsequent chapters address the 36-month visits and laboratory assessments. Chapter 26 presents an overview of the visits to the child's home and child care center, and laboratory assessments. Chapter 27 provides instructions for conducting the visit to the child care center. Instructions for conducting the 36-month home visit are given in chapter 28, which also includes specific instructions for administering the Bracken Basic Concept Scale and a home inventory, information about conducting standardized interviews and questionnaires, and instructions for gathering data on ear infections. Chapter 29 provides instructions for: (1) conducting the 36-month laboratory assessment; (2) observing children's solitary play and clean-up activities; (3) conducting a modified Strange Situation procedure; (4) administering and coding the Reynell Developmental Language Scales; (5) measuring children's self-control; (6) assessing

Kennedy); (8) "Children's Notion of Structure: Exploring Thematic Interdisciplinary Instruction with Pre-Kindergarten Students (Sherry Lepine); (9) "Researching the Hidden Curriculum" (Barbara Scales); (10) Theory and Practice in Early Childhood Teaching: Themes and Advances" (Judith Chafel and Stuart Reifel.) Each chapter contains references. (HTH)

ED 404 007 PS 024 947

Armistead, Mary E.
Constructivism and Arts Based Programs.
PUB DATE- 5 Jun 96
NOTE- 14p.; Paper presented at the National Association of Early Childhood Educators' Conference (Minneapolis, MN, June 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Appreciation; *Art Education; Art Expression; Childrens Art; *Constructivism (Learning); Curriculum Design; *Dance Education; *Discovery Learning; Economically Disadvantaged; *Educational Strategies; Movement Education; Music Activities; Music Appreciation; *Music Education; Preschool Education; Student Centered Curriculum; Visual Arts
IDENTIFIERS- *Child Centered Education; Project Head Start

Studies indicate that arts education improves math learning in early elementary years, promotes significant cognitive gains, supports discovery, and builds knowledge. This conference paper indicates the importance of the arts in early education curriculum and provides an innovative way for teachers to bring constructivism into the classroom. It describes a constructivist early childhood arts-based program at the Kaleidoscope Early Childhood School, a Head Start site in South Philadelphia, Pennsylvania. The program's purpose is to reach poor children and serve the community by bringing together teachers, artists, and children in small groups in the areas of music, dance or creative movement, and visual art. The music program teaches children math, language arts, science, culture and socialization through the investigation of sound and how sound is made. Children in the visual arts program work in seven areas of choice and learn to explore, test, and repeat manipulation of materials. In the dance program children build knowledge of speed, depth perception, balance, direction, size, and movement combinations. The arts-based curriculum also allows for multicultural and therapeutic expression. The paper concludes that arts-based programming is cumulative, promotes risk taking, and is effective especially for at-risk children, and that teachers must move from interpreting and teaching art to the constructivist notion of supporting children's discovery of the arts. Contains 15 references. (SD)

ED 404 008 PS 024 950

Currie, Janet; Thomas, Duncan
Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

aspects of creating learning centers in the classroom. The first section, comprised of five chapters, provides information on using small areas of the classroom for specific activities or tasks. Chapter 1 explains different types of centers and what centers offer students. Chapter 2 outlines physical changes in classrooms, including ideas on how to plan the environment, maintain control, and relate learning centers to curricular objectives. Chapter 3 discusses how to teach students to work in learning centers in an active yet productive way. Chapter 4 explains how the teacher can take student interests into consideration and integrate the curriculum to ensure meaningful connections. Chapter 5 discusses assessment strategies to monitor student progress. The second section, containing four chapters, provides advice on setting up specific centers, including suggested activities for each center, materials, and resources. Chapter 6 addresses literacy development centers, including writing, library/reading, language, and journal centers. Chapter 7 addresses cognitive development centers in the areas of math, science, and geography. Chapter 8 covers creative development centers, including an art center, research center, and cooking center. Chapter 9 addresses physical and social/emotional development centers and describes a gross motor/block area and a role play/dramatic center. Twenty reproducible pages are included. (SD)

ED 404 025 PS 025 035

Boland, Pat; Simmonds, Audrey
Latchkey Children: Are They Prepared for Self-Care.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *After School Programs; Child Rearing; Elementary Education; *Employed Parents; *Latchkey Children; *Parent Attitudes; School Age Day Care; Television Viewing
IDENTIFIERS- Child Safety; Parent Surveys; *Self Care

Although children left at home without adult supervision may function very well, studies have shown potential problems with self-care and latchkey children. This study investigated the attitudes of 30 employed parents in New York whose first or third grade children were regularly left home alone after school. The 20-question survey covered such areas as parents' perceptions of their children's ability to take care of themselves, use of older siblings as caregivers, activities the child was allowed to engage in while home alone (such as television viewing or playing outside), availability of outside help in case of emergency, satisfaction with the latchkey arrangement, and opinions on after-school programs. Results indicated that while most parents perceived child self-care as a positive experience for their children, most felt guilty, concerned, or ambivalent about leaving their children home alone. Respondents were also dissatisfied with the local school-based after-school program. In terms of common activities while home alone, most children were not allowed outside but were allowed to watch television for entertainment. (The report concludes with a discussion of important aspects of a positive after-school program. Contains 8 references.) (EV)

ED 404 026 PS 025 039

difficult to see. In a study of this approach, students using Experiential Leadership Education compared favorably to comparison groups not using this method. (KS)

ED 404 044 RC 018 765

Gilbertson, Kenneth L.
Outdoor Educators and K-12 Education: Making the Connection.
PUB DATE- 92
NOTE- 6p.; In: Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991); see ED 360 108.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; Educational Legislation; Elementary Secondary Education; *Environmental Education; Higher Education; *Outdoor Education; *Teacher Certification; Teacher Education
IDENTIFIERS- Environmental Literacy

New federal and state legislation calling for environmental education creates the opportunity for outdoor educators to become an active part of the K-12 educational system. This will require that the outdoor educational community modify their professional training at the post-secondary level as well as understand the formal educational system. An outdoor educator must be competent in three general areas: (1) physical skills; (2) understanding of ecological relationships beyond minimum impact; and (3) interpersonal skills. The three general areas of knowledge are combined to propose a model for outdoor education leading to environmental literacy. The teaching license is the essential credential that shows the educational community that the person has been trained to the accepted standards of formal education. Specific course work in outdoor education teaching methods and theory should also be included in the pre-service educators' training. The State of Minnesota has recently passed a law mandating that all students who receive an education in Minnesota be environmentally literate when they graduate from high school. Environmental literacy includes an understanding of ecological relationships, a knowledge of pollution and solutions to prevent it, and humans' effect on the environment. Adventure-based education is a valid teaching method for gaining an awareness of the outdoors. (KS)

ED 404 045 RC 018 766

Cashel, Chris
The Cost of Becoming an Outdoor Instructor.
PUB DATE- 92
NOTE- 6p.; In: Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991); see ED 360 108.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Costs; Leadership; *Leadership Training; *Outdoor Education; *Professional Training; *Trainers; Training Objectives
IDENTIFIERS- National Outdoor Leadership School; *Outdoor Leadership; Outward Bound; Wilderness Education Association

sciences, trades, and industry. Problems with Pakistan's distance education system include the lack of opportunity for question and answer sessions; no provision to make up missed classes; absence of teachers to advise students on the use of the materials; lack of competition; lack of competent teachers; corruption and poor funding, resulting in nonavailability of materials in libraries; low standards, resulting in receipt of degrees without corresponding learning; lack of facilities for lab work in science and technical training; lack of rights to duplicate costly foreign video materials. (TD)

ED 404 062   RC 020 893

Panhwar, Farzana
Communication Gap in Education in Sindh, Pakistan.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational Needs; Elementary Secondary Education; Equal Education; Family Relationship; Foreign Countries; *Parent Child Relationship; Role of Education; Rural Women; *Sex Discrimination; Social Attitudes; *Teacher Student Relationship; *Womens Education
IDENTIFIERS- *Pakistan; *Social Barriers

Exposure to industrialization, urbanization, and commercial activities in the past 45 years has improved attitudes towards women in Pakistan, but they are still considered subordinate to men and the property of parents or husband. Traditional social values do not allow women full integration and participation in social and economic activities. Seclusion of women, dictated by religion, is a main reason why females are less educated. Socioeconomic, cultural, and social practices cause various types of communication gaps that hinder education in general, and women's education in particular: communication gaps between teacher and students, between parents and students, between genders, and between traditional and nontraditional environments. After a discussion of each of these, various goals of education are identified and explained: cultural, social, individual, and international. Suggestions for achieving these goals include reshaping the education system to respond to rapidly changing socioeconomic and cultural demands; providing equal education and job opportunities for women; training students to develop a new integrated society through ideological and social uplift programs; emphasizing science and vocational education; reducing the number of students in class; implementing teacher refresher courses; providing financial assistance; improving the status of women; and utilizing distance education. (TD)

ED 404 063   RC 020 898

Howley, Craig; And Others
Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
PUB DATE- Jan 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Aspiration; *Community Satisfaction; Employment Opportunities; High Schools; High

(150)
DESCRIPTORS- Accident Prevention; *Adventure Education; Court Litigation; Insurance; *Legal Responsibility; *Negligence; Outdoor Education; Recreational Activities; *Risk; *Risk Management; Safety
IDENTIFIERS- *Outdoor Recreation; Risk Assessment; *Risk Reduction

This paper stresses the outdoor recreation and education professionals should understand aspects of liability, negligence, and risk management. There are four elements that must be present if a person or organization is to be considered negligent: the presence of a legal duty of care, a breach of duty, proximate cause, and actual damages. When determining the legal duty of care, it is necessary to define the relationship between the property owner and the person pursuing a recreational activity. A person who enters property to pursue a recreational activity may be an invitee, a licensee, or a trespasser. From a legal standpoint, the recreational landowner owes the highest standard of care to the invitee and owes no standard of care to trespassers. A legal defense that is used frequently in outdoor recreation litigation is that of assumption of risk. This defense can only be used when the outdoor recreationists have been made aware of risks involved, understand and appreciate their nature, and freely choose to incur a particular risk. A signed agreement to participate should be obtained to record that each participant is aware of the inherent risks involved in a recreational activity. This document should include a detailed description of the activity, injuries that may result from participation, safety rules, and emergency procedures. Equally important are the development and implementation of a risk management program. Components of a risk management program include identifying and evaluating the risks involved in a recreational activity, taking necessary steps to reduce the frequency and severity of injuries associated with a particular activity, purchasing insurance to cover high risk activities, and continuously evaluating and updating the program. (Contains 12 references.) (LP)

ED 404 080 RC 020 920

Estes, Cheryl A.; Tomb, Steven
Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
PUB DATE- 96
NOTE- 12p.; In: Proceedings of the 1995 International Conference on Outdoor Recreation and Education; see RC 020 917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; Educational Philosophy; Elementary Secondary Education; *Experiential Learning; *Learner Controlled Instruction; Learning Strategies; Models; Student Empowerment; *Student Role; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Debriefing; *Self Reliance

The increasing emphasis on teacher-directed processing of adventure experiences may be devaluing both the learning experience and the promotion of self-reliance among students. The problem with "overprocessing" is that the teacher, not the student, decides what was learned and its relative value. In addition, this approach emphasizes discussion and intellectualization, both of which undermine experiential learning. An overview of current and past teaching models used in Outward Bound, Project Adventure, and the National Outdoor

PUB DATE- 94
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Health; Children; *Economic Factors; Educational Attainment; Employment; *Human Capital; Income; Labor Force; *Population Trends; *Poverty; Poverty Areas; Public Health; *Public Policy; Regional Characteristics; *Social Problems
IDENTIFIERS- *Appalachia; Global Economy; Social Capital; Social Justice

This book provides an overview of economic trends and social issues in the 13 states and 399 counties of Appalachia, with emphasis on implications for families, children, and communities. It places the trends and issues of the Appalachian region within a national context. These trends include declining employment opportunities and wages, increased poverty and concentrations of poverty, and inadequate public investments in people within their families and communities. The transition to a global economy is accompanied by conflict, not only about the workplace and terms of labor, but also about living space and the terms of creating and sustaining people in communities. Separation of work from community invites further tragedies for families and communities in terms of community demise and environmental degradation. The book's first three chapters describe national economic changes since 1970 impacting Appalachia. Chapters 4-7 discuss changes in Appalachia's social and human capital since 1970, including employment and income patterns; demographic changes; poverty of individuals, families, and children; and specific measures of health, education, and environmental protection. This section includes extensive data tables, figures, and maps providing regional and state information on child and family poverty; infant, child, and teen mortality; public health conditions; access to health care; welfare policies; high school and college graduates among adults; high school graduation rates; and out-of-school youth. Pages 172-184 are entirely devoted to the topic of education in Appalachia. The final section reviews proposed policies to meet the human needs of income, work, and family maintenance evident in Appalachia, and calls for a "theology of economic development" based on values of stewardship and economic justice. Appendices include economic rankings of Appalachian counties, 1988-92; methodology; and discussion of poverty definitions and of counties that have sunk below "severe economic distress" to a new lower rung of poverty. Contains 191 references and an index. (SV)

ED 404 097 RC 020 940

Jurgens, Eloise; West, Russ
Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
PUB DATE- Nov 96
NOTE- 25p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ancillary School Services; Community Education; Community Services; Educational History; Elementary Secondary

Section B, "Monitoring Water Quality," students investigate testing water quality, purifying water, and managing water resources. In Section C, "Making Decisions," students simulate the planning of a community in which the dominant feature of the area is a marsh. In the teacher's guide, each investigation includes the following sections: review, introduction of new work, student activities, summary, challenge, rationale, overview, materials, and notes. In the student guide, each investigation may contain the following sections: background information, activity, materials, procedure, summary, and challenge. Concluding the teacher's guide are visual aid and student record book masters. (MDH)

ED 404 114 SE 054 267

Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
PUB DATE- 94
NOTE- 501p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acid Rain; *Ecology; Elementary Secondary Education; *Environmental Education; Experiential Learning; Family Involvement; Glossaries; Hazardous Materials; Health Education; Home Economics; Integrated Activities; Integrated Curriculum; Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Problem Solving; Recycling; School Activities; Science Education; Social Studies; *Solid Wastes; Technology Education; *Waste Disposal; Worksheets
IDENTIFIERS- *Environmental Ethic

Increased human population has led to more frequent interactions with the environment. The results of those interactions have affected the Earth's ecosystem. This manual contains hands-on, problem-centered activities to help students develop an environmental ethic and stewardship regarding waste management. The activities are grouped under three thematic headings: where wastes end up, options and choices we have involving waste management, and the interconnectedness of environmental issues. The introduction provides the theoretical foundation and principles of learning for the environmental education activities and a rationale for reducing, reusing, and recycling. Part 1 contains 18 activities on the problem of solid waste, alternatives to incineration and landfilling, and developing a school reduction, reuse, and recycling program. Part 2 contains 12 activities related to waste minimization, composting, hazardous wastes, recycling, product packaging, energy consumption, and consumer decision-making. Part 3 contains 12 activities concerning the additional environmental issues of population growth, ecosystems, finite natural resources, lifecycle analysis, air pollution, acid rain, wastewater treatment, environmental careers, ozone depletion, human resources, and land use. Each activity contains the activities' objectives, recommended instructional method, background information, materials needed, teaching procedures, and ideas for further study. Contains a glossary of 67 terms. (MDH)

ED 404 115 SE 054 471

Thornton, Carol A., Ed.; Bley, Nancy S., Ed.
Windows of Opportunity: Mathematics for Students with Special

investigation into the content knowledge structure, instructional beliefs, and teaching practices of middle school, high school, and college science teachers. This research study follows that same path to determine whether systematic differences exist between academic levels on these components and how such differences might be related to student disaffection with science learning. Two components are identified: (1) to examine how science teachers organize biology concepts into coherent knowledge structures; and (2) to obtain teachers' self-reports concerning their classroom practices and their beliefs about what factors affect student learning. Four major findings were: (1) qualitative differences were found between middle school and high school, as well as between high school and college teachers' conceptual understandings of the same content information; (2) middle and high school teachers report placing significantly more emphasis on supportive classroom structures such as providing frequent reviews and providing extensive feedback; (3) high school teachers report placing greater emphasis on the importance of students' behaviors and dispositions to follow directions, to be organized and prepared for class; and (4) middle and high school teachers give more worksheets and seatwork assignments during class than do college professors. Contains 20 references. (ZWH)

ED 404 136 SE 054 976

Fenwick, Tara
Teaching for Thinking in Senior High Science.
PUB DATE- 21 Aug 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; *Communication Skills; Foreign Countries; *High Schools; *Portfolios (Background Materials); Science Activities; Science Education; *Science Projects; Scientific Concepts; *Writing Assignments
IDENTIFIERS- Alberta

Today's curricula must incorporate activities that help students make science concepts and skills their own. Many suggest that teachers should allow students to relate classroom lessons to their own lives, explore a wide variety of applications and connections to other knowledge and experience, and consolidate the learning in ways they will remember. This document suggests that teachers can better achieve these goals by helping students to enhance their communication skills which includes reading, writing, speaking, listening, and viewing. A variety of activity ideas that focus on using these communication processes are presented. The specific intent of this paper is to help teachers incorporate the use of three important assignments in the senior high science program. Discussed are: (1) the science learning log; (2) the portfolio; and (3) the project. (ZWH)

ED 404 137 SE 054 979

Hackman, Desiree; And Others
Chemistry 20-30: Background, Exemplars and Resources.
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

teachers that includes an intensive summer workshop, post-workshop consultation and communication with the Thayer School staff and other past participants, and materials development. The program offers teachers a framework wherein their students develop problem-solving skills that require critical thinking, communication, and teamwork. Within this framework, students are given the opportunity to defend their own problems and develop solutions to those problems. Students make testable predictions and analyze test results, encounter the real world in their search for answers, take into account ideas from a variety of disciplines, and communicate their findings both in a traditional written format and orally to a review board of professionals in the field. While developing new skills and learning to trust their own judgment, students also accomplish highly technical tasks and develop solid expertise in their field of inquiry. Also discussed is the project's dissemination beyond Dartmouth through workshops composed and run by past participants in this program. (DDR)

ED 404 154 SE 059 542

Nemzer, Marilyn; Page, Deborah
Geothermal Energy.
SPONS. AGENCY- Department of Energy, Washington, D.C.; Oregon State Dept. of Energy, Salem.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Electricity; Elementary Secondary Education; Environmental Education; *Geothermal Energy; *Interdisciplinary Approach; *Learning Activities; *Natural Resources; Problem Solving; Thinking Skills

This curriculum unit describes geothermal energy in the context of the world's energy needs. It addresses renewable and nonrenewable energy sources with an in-depth study of geothermal energy--its geology, its history, and its many uses. Included are integrated activities involving science, as well as math, social studies, and language arts. Higher-order thinking and problem-solving skills have been suggested or included in the activities whenever possible. This book is designed for use with grades 4-8 and contains lessons and activities that can be selected based on the class knowledge and ability and the time available. Each section contains Student Information and Student Activity pages. Also included is a For the Teacher section that contains tips, extra directions, and extra activities and demonstrations to enhance instruction. Sections include: Earth's Natural Heat, Using Earth's "Low" Temperature Heat, Generating Electricity: Using High Temperature Geothermal and Other Resources, and A Geothermal Scrapbook: Hot Items. Appendices contain a bibliography, a list of resources, and correlation with 1990 California Science Framework. (JRH)

ED 404 155 SE 059 589

Mei, Dolores M.
Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
PUB DATE- Dec 96

students are encouraged to collaborate with their partners and identify, assess, plan, and implement concrete strategies for improving water quality within each of the watersheds being studied. (JRH)

ED 404 174 SE 059 714

Lokan, Jan; And Others
Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Foreign Countries; *Global Approach; *Mathematics Education; *Science Education; Secondary Education
IDENTIFIERS- Australia; Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, comparative study of mathematics and science education with more than half a million student participants from three stages of their schooling in 45 different countries. This monograph is the first in a series of three which will report on TIMSS in Australia, one for each of these populations. It contains a description of the procedures used and results obtained from the study of Population 2, which included the two adjacent grade levels containing the largest proportion of 13-year-old students at the time of testing. Chapter 1 provides the background for the study while chapters 2 and 3 contain international and national results on the achievement tests, presented together with a discussion of important student characteristics. These are followed by chapters presenting some sample mathematics and science test items, an indication of the item difficulty levels, where they fit in terms of the curriculum profiles for Australian schools, and a discussion of performance in content area categories within mathematics and science. The performance assessment components of TIMSS is featured in chapter 6 followed by a discussion and some results of the international and national curriculum analyses in chapter 7. Chapters 8, 9, and 10 provide a description of the Australian schools, teachers, and students who participated in TIMSS and examine several factors in relation to student achievement. The final chapter raises some questions for Australian educational policy agendas based on the TIMSS results. Appendices contain statistical tables, item difficulty maps, publications used for document analysis, and a bibliography. (JRH)

ED 404 175 SE 059 717

Muthen, Bengt O.; And Others
Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 90p.; Some tables are out of order and some tables are missing data.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

discussed as it affects educational institutions receiving federal funds. The paper describes how Title IX is enforced and suggests steps an employee or student should take in response to sexual harassment. The guidelines for determining what constitutes sexual harassment that were issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Opportunity Commission are included. The grievance process is discussed, including how it works, how a complaint is filed, why students should report sexual harassment, how institutions should deal with sexual harassment, and considerations for developing an institution's sexual harassment grievance procedure. Statistics on sexual harassment in the United States is included. A question and answer section on what students should know about sexual harassment is followed by some common myths about harassment. Lists of resources are provided. (DK)

ED 404 195 SO 023 480

Burnsed, C. Vernon
The Classroom Teacher's Guide to Music Education.
PUB DATE- Feb 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Educational Philosophy; Elementary Education; Kodaly Method; *Music; *Music Activities; *Music Education; Orff Method; Teacher Education

This book is intended to help the elementary classroom teacher to develop an understanding of why music education is important, how music education works, and how music can be a powerful force for the teacher. Based on realistic expectations, the teacher does not need music theory or performance skill in order to understand the content of the book. The elements of music are presented through classroom activities very similar to those that occur in typical elementary music classes. The text does not attempt to persuade the classroom teacher to teach music, but focuses on developing a broad perspective of elementary music education. The book illustrates how classroom teachers may use music as a powerful learning tool. A major emphasis of the text is that classroom teachers can utilize music to enhance the overall learning environment of their classrooms. Suggestions, class descriptions, and lesson plans are given for using music for routine activities, whole language, integrating music into language arts and social studies, and using music to develop the cultural literacy of students. The material in the text is presented in five sections: (1) music education philosophy and practice; (2) understanding the elements of music; (3) child development and learning theory in music; (4) contemporary approaches to elementary music education; and (5) music to enhance the learning environment. When possible the material is validated by the results of contemporary research in music education. Most songs and materials are provided. In many instances specific resources are suggested. A sequential arrangement of folk songs is presented at the conclusion of the text. (DK)

ED 404 196 SO 023 540

Smith, Shelley; And Others
The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.

but even within the same country to satisfy different needs. The period of vocational training, when it can be specifically identified, comes somewhere between general education and employment. Three criteria for classification are discussed: (1) proximity of training and employment situations; (2) role of general education; and (3) responsibility for training. The paper discusses five major trends observable in the world today: (1) during the period of economic growth and the crisis which followed, the base of society changed from energy to information and communication; (2) technical developments, together with developments in science and the progress of ideas have impacted on the organization of work and employment; (3) these changes affect every country, and require new employee aptitudes; (4) these changes created a growing need for education and training; and (5) the world is witnessing an ambiguous process of change. From these trends, the paper envisions issues arising in an uncertain world. The paper concludes with some tentative forecasts. (DK)

ED 404 213   SO 024 448

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
PUB DATE- Oct 93
NOTE- 26p.; For related papers, see SO 024 394-407 and SO 024 449-454.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; *International Cooperation; *International Education; *International Educational Exchange; Science and Society

This report of the first session of the International Commission on Education for the Twenty-First Century describes its agenda of the working methods, the approach, the scope of its work, and the main lines of inquiry to be followed. The initial debate revealed a central theme to be sustained throughout the work of the Commission: the role of education in promoting cohesion in an increasingly globalized society. The Commission decided to focus particularly on discovering what common, universal problems needed to be addressed throughout the world. Without neglecting diversity of application or the evident need to take into account specificity of each aspect of the educational process, its aims, its workings, and its outcomes, the Commission decided it could best fulfill its mandate in attempting to discern how education could make a difference in bringing people into closer harmony, in short, how it could help people learn to live together. This focus encompassed both the physical and the spiritual aspects of society, economic and moral, environmental and cultural, and technological and aesthetic. Seven functions of education were defined. Six lines of inquiry were adopted and discussed: (1) education and culture; (2) education and citizenship; (3) education and social cohesion; (4) education, work, and employment; (5) education and development; and (6) education, research, and science. Transverse themes include education and the teaching process, communications technology, and organization of education. A schedule of future sessions was included. Three appendixes contain a report by the chairman of the Commission,

ED 404 233 SO 026 256

Kaskell, Joan Macy; Lauer, Elizabeth
Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
PUB DATE- 90
NOTE- Kit includes guide booklet with videotape or filmstrip and audio cassettes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Applied Music; Art Appreciation; *Art Education; Critical Viewing; Elementary Secondary Education; Enrichment Activities; Instructional Materials; Music Appreciation; *Music Education; Painting (Visual Arts); *Visual Arts

An exploration of the creative process in painting and musical composition, this kit, for use with grades 4-8, provides a structured plan that can extend over several class periods. In "Looking At Art," concentration is on one landscape painting with comparisons to related works. Historical and visual components are analyzed and works are placed in context to see how and why they are successful works. The manual includes background information, questions for discussion, suggestions for related studio projects, and brief biographies of the artists studied. "Listening to Music" begins by contrasting the two activities of listening to music and looking at art. A piano piece is then presented and discussed, aided by a visual that uses shape, color, and positioning to make notation easy to read. The foundation of this program is the teaching of some of the building blocks of music and its composition. Both art and music programs are designed to be used by any teacher without special training in either of these arts. The programs also can be added to an integrated curriculum for collaboration of music, art, and classroom teachers. (DQE)

ED 404 234 SO 026 455

Singleton, Laurel R.
G is for Geography: Children's Literature and the Five Themes.
PUB DATE- 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Geography; Geography Instruction; Interdisciplinary Approach; Picture Books; *Social Studies; *Thematic Approach
IDENTIFIERS- Trade Books

This book is based on the belief that children's literature and geography should be linked in elementary classrooms. The book has three major sections. The first section, "Using Literature to Teach the Five Themes of Geography," provides a brief overview of the five themes of geography (location, place, relationships within place, movement, and regions) as a guide for identifying important understandings to be developed. The second section, "Model Guides for Using Children's Literature in Geography," provides 18 guides for using specific works of children's literature to teach geographic understandings.

of information; (3) to stimulate students' interest by creatively combining different types of learning materials; and (4) to ensure the authenticity and relevance of the material. The book spans the 450 years from colonization of the Caribbean to the mid-twentieth century when most Caribbean territories gained their independence. Each unit includes a teacher guide, an introduction providing background information, and one or more readings. The book is divided into four parts with several readings in each section. Parts include: (1) "The First Caribbean Peoples"; (2) "Conquest and Colonial Rule"; (3) "Winning Freedom"; and (4) "Building New Nations." Contains references, a list of sources of classroom materials, and an order form. (EH)

ED 404 257 SO 026 600

Guides to Developing Service-Learning Programs.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- Jan 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Community Services; Public Service; *School Community Programs; *School Community Relationship; Secondary Education; *Service Learning; *Student Participation

This document lists those guides most pertinent to service-learning in the collection at the National Service-Learning Cooperative Clearinghouse (NSLCC). Each citation provides bibliographic information, an indication of the type of guide, a program grade level, and the source or sources where the guide can be obtained. If an abstract was available from the ERIC database or the author, it is included. Resources are divided into two sections. Section 1 contains books, reports, and other monographs. Section 2 contains journal articles. To be included in this listing, the following criteria had to be met: (1) a copy of the resource is available for reference by staff members and for cataloging purposes; (2) the resource provides practical or instructive information that can be applied to other situations and can be classified as a guide; (3) the resource's format is print rather than video; (4) the guide as a whole, or in part, directly discusses service-learning; and (5) the resource can be obtained either from the party responsible for producing it or from a secondary source such as a document delivery reprint service. (EH)

ED 404 258 SO 026 683

Haskins, Jim; Biondi, Joann
From Afar to Zulu: A Dictionary of African Cultures.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *African Culture; *African History; African Languages; African Studies; *Cross Cultural Studies; Ethnic Groups; Foreign Countries; Religion Studies; Social Studies
IDENTIFIERS- *Africa

This resource provides information on over 30 of Africa's most populous and well-known ethnic groups. The text concisely describes the history, traditions, environment, social appropriate festivals or events. Following an introductory section, which gives useful teacher information and a selection of classroom games for incorporating Spanish language into the classroom, the chapter themes include: (1) August: The Aztecs; (2) September: New Spain Independence; (3) October: Day of the Dead; (4) November: Lady of Guadalupe; (5) December: Looking for the Inn; (6) January: The Legend of the China Poblana; (7) February: Celebration--Food; (8) March: Art--Sports; (9) April: The Mayans; (10) May: Cinco de Mayo Revolution--Music; (11) June: Holidays; and (12) July: Today--Famous Mexicans. Stories, songs, dances, art activities, recipes, reproducible student pages, and Spanish vocabulary terms relating to the theme are provided in the chapters. (Contains 40 references.) (MM)

ED 404 281 SO 027 519

McDonald, Heather
Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Grade 1; Grade 2; Health Education; Interdisciplinary Approach; Interpersonal Relationship; Personal Narratives; Primary Education; *Self Concept; *Social Cognition; *Social Studies; Thematic Approach; Values
IDENTIFIERS- *Personal History; *Time Capsules

This thematic unit involves 1st and 2nd grade students in exploration of their own unique and special qualities. The interdisciplinary unit connects knowledge related to art, language arts, applied mathematics, social studies, and science. Lesson activities focus on topics of family, friends, health, and emotions. The unit encourages students to explore personal histories, values, and their own defining characteristics. Students save pieces of work for the ongoing project of a time capsule, which they construct, decorate, and make plans to open in 5 years. Each of 36 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information and reproducible student sheets are provided. (Contains 32 references.) (MM)

ED 404 282 SO 027 524

Ahmed, Naseem
Rainbows: Stories and Customs from Around the World. Grades 3-6.
PUB DATE- 96
NOTE- 82p.; Published by Good Apple, Division of Simon and Schuster, 299 Jefferson Rd., P.O. Box 480, Parsippany, NJ 07054-0480.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Cultural Awareness; Elementary Education; Folk Culture; *Foreign Countries; Global Approach; Instructional Materials; Interdisciplinary Approach; *Multicultural Education; *Social Studies

DESCRIPTORS- *Board of Education Policy; Case Studies; Elementary School Teachers; Elementary Secondary Education; Evaluation Research; Foreign Countries; Policy Analysis; School Districts; Secondary School Teachers; *Teacher Attitudes; *Teacher Evaluation

IDENTIFIERS- *Alberta; Alberta Department of Education; *Impact Studies

Alberta jurisdictions have been required since June 1985 to have in place and to implement a provincial policy on teacher evaluation. This study was designed to explore the impact of these policies on teachers and teaching and to study linkages between teacher evaluation and educational leadership at the school and systems levels. Methods used to gather data included an analysis of jurisdiction policies, a literature review, interviews with representatives of stakeholder organizations and school trustees, surveys of teachers and administrators, and case studies of teacher evaluation practices in nine jurisdictions chosen to reflect a diversity of contextual factors. In general, findings indicated the impact of provincial policy on teacher evaluation was positive in terms of quality of instruction, instructional supervision, and professional development. However, many teachers in the case studies believed that teacher evaluation had little long-term impact on their teaching. Following an overview chapter, the report is organized to replicate the steps of the research design. Chapter 2, the literature review, is followed by policy analysis in Chapter 3 and stakeholders' views in Chapter 4. Reports of the surveys in Chapters 5 and 6 are followed by case study findings in Chapters 7 to 14. Chapter 15 contains a review of the study, responses to study questions, and suggestions for action. (LL)

ED 404 302 SP 036 905

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.

SPONS. AGENCY- AT&T Foundation, New York, NY.

PUB DATE- Jun 96

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teachers; *College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Student Teachers; Student Teaching; Surveys; *Teacher Education Programs; *Urban Schools

IDENTIFIERS- Clay County Public Schools; Duval County Public Schools FL; Florida (Jacksonville); *University of North Florida

This report is presented in three sections according to the three objectives of the project: (1) a follow-up study of the 171 AT&T interns who completed their student teaching experiences at an AT&T professional development school during the 3 years of the grant, and the 72 additional interns who completed their internships during the 1995-96 school year; (2) other collaborative initiatives resulting from the AT&T Teachers for Tomorrow Program and enhanced by the AT&T Growing Young Minds Initiative; and (3) dissemination activities. The report states that the two AT&T Foundation initiatives have made a significant and long lasting impact on Jacksonville's urban elementary schools and the way in which the University of North Florida College of Education prepares its teachers. Results from the follow-up study indicate that beginning teachers who

Phillips, Linda L.
A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Computer Networks; Document Delivery; *Educational Resources; Electronic Libraries; Environmental Education; Higher Education; Information Technology; *Integrated Library Systems; Internet; Library Automation; Microcomputers; Online Catalogs; Online Searching; Optical Data Disks; Users (Information); *Workstations
IDENTIFIERS- Electronic Media; *University of Tennessee Knoxville; User Training

This final report describes a two-year project to create a library-supported Scholar's Workstation that provides convenient, timely user access to information in or near the scholar's workplace, particularly in relation to environmental studies. The University of Tennessee, Knoxville (UTK) librarians demonstrated current and emerging information technologies in an electronic version of a branch library by using the Scholar's Workstation as a prototype for the individual desktop workstation. Objectives accomplished during the project included: (1) making a wide selection of electronic resources--the library OPAC, citation databases, electronic journals, an interactive interlibrary loan (ILL) form, and Internet services--available on microcomputer workstations at four sites external to the library; (2) installing appropriate software and developing menus to access electronic information sources; (3) training users for self-sufficiency in searching, accessing, and managing online information resources; (4) involving library school students in training users, providing on-site assistance and technical support, and data gathering and analysis of the project; (5) providing document delivery through several alternative options; (6) describing usage patterns; and (7) assessing the value of the Scholar's Workstation. Appendices include the Scholar's Workstation promotional poster and brochure; sample pages from the documentation notebook; sample web pages; slides from an American Library Association presentation; excerpts from project diaries; survey results; survey pre- and post-tests; and program press clippings. A financial status report is also included. (SWC)

communication" (semi-structured messages entered on the class web site); learning how to learn; and the implications of the new roles for both students and instructors. An appendix includes student evaluation feedback data. (Contains 20 references.) (Author/SWC)

ED 403 884 IR 056 229

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Nov 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change; Community Attitudes; Electronic Libraries; *Futures (of Society); Interviews; Librarians; Library Administrators; Library Cooperation; Library Policy; *Library Role; Microcomputers; *Public Libraries; *Public Opinion; Public Support; Surveys; Users (Information); User Satisfaction (Information)
IDENTIFIERS- Barriers to Change; *Information Age; Telecommunications Policy

This report is about libraries and the challenges they face in the digital world, and where the public supports, or fails to support, libraries in this time of change. Library leaders' visions for the future are compared with the public's prescriptions for libraries, derived from public opinion research. Informing the study were library leaders' written vision statements and interviews; the public's view of public libraries; and the public policy agenda, especially as reflected in the Telecommunications Act of 1996. This research affirms the need for alliances among all nonprofit information providers to define their relative and collective roles in an expanding marketplace of information. Americans love their libraries, but have difficulty figuring out where libraries fit in the new digital world. Libraries must adjust their traditional values and services to the digital age. The growing use of home computers seems to complement, not compete with, library use. Libraries have enormous opportunities nationwide to influence and direct public opinion because strong public sentiment already supports key visions for the future of libraries. The report includes the following chapters: (1) Public Visions, Private Reflections; (2) Public Support for Libraries; (3) Key Public Policies as the Context for Libraries; and (4) The Prospects for a Coordinated, Collaborative Effort. An appendix provides the public opinion survey instrument on the future of libraries in the digital age. (SWC)

DESCRIPTORS- Academic Libraries; Access to Information; Communication Skills; Cultural Awareness; *Cultural Pluralism; *Diversity (Institutional); Interviews; Library Materials; Library Personnel; *Library Services; Public Libraries; *Staff Development; Users (Information)

IDENTIFIERS- Customer Services; Diversity (Groups)

The staff of libraries and the populations they serve grow increasingly more diverse. Library users of different ethnic backgrounds, with different abilities and different needs, challenge libraries to be the place for everyone to get the information and materials they need. At the same time, library staffs should mirror the diverse population they serve. This tape provides background information on diversity and looks at how increased diversity in the library affects staff and the customers they serve. The program is divided into five topic areas: (1) customer service; (2) materials, services, and programs; (3) communication; (4) the workplace; and (5) training. The tape includes interviews with academic and public librarians around the country on their approaches to encouraging diversity in the library. Intended for library staff, the tape can be viewed in segments or as a whole. The field of diversity is diverse itself and the tape provides many jumping off points for specific discussions. (Author/SWC)

File Transfer Protocol; Free Materials; Gopher; IBM Personal Computer; Microsoft Windows; *Shareware

This book distinguishes between the "must-haves" and the "nice-to-haves" for both Macintosh and Windows platforms and recommends 298 "bargains" in children's shareware, freeware, and Web resources. The book is divided into two sections: The first section presents bargain-hunting strategies (chapters 1-5), and the second section lists and describes shareware, freeware, and Internet resources (chapters 6-8). Chapter 1 discusses solutions to budget problems, including the promise and expense of computers; the shareware solution; reconciling expectations and fiscal reality; and new library services. Chapter 2 describes shareware (and its no-cost companion, freeware) and discusses online tools for learners, educators, and librarians; costs and currency; viruses; and uses of shareware and freeware for public and school libraries, classrooms and computer labs, and library staff, teachers and administrators. Chapter 3 focuses on finding shareware on the Internet; connectivity; commercial online services; bulletin board systems; and compressed files. Chapter 4 discusses tagging programs to the curriculum and chapter 5 presents cost-effective strategies for using CD-ROMs in the library and classroom. Chapters 6, 7, and 8, respectively, focus on Macintosh shareware and freeware; IBM-PC (personal computer) shareware and freeware; and World Wide Web, Gopher and FTP sites. Contains an index of software and online sources. (AEF)

States History; United States Literature
IDENTIFIERS- Fresno City College CA

In 1996, Fresno City College (California) participated in the American Association of Community Colleges' Exploring America's Communities project, which works to strengthen the teaching and learning of American history, literature, and culture at U.S. community colleges. The college's action plan has four major objectives: establishing an American Studies discipline, forming a faculty committee on "pluralism and identity," changing the curriculum, and ensuring dissemination of the activities focusing on diversity and identity on campus and in the community. A new course on American pluralism was developed and a colloquium on pluralism and its meaning was held. A symposium on the search for common values in the midst of diversity, featuring an essay contest, a panel discussion, and a celebration of multiculturalism, was also conducted. The college's Honors' colloquia included several conversations on the meaning of diversity, ethnic identity, and commonalties of American culture. The major difficulties were in defining the concept of American pluralism and establishing American Studies as a viable program on campus. In group discussions with faculty, students, and the community, most comments have focused on the issues that divide the country, rather than those that unite. Future goals include developing another class focusing on pluralism in the Humanities division, an in-service day to initiate further discussions, a celebration of diversity, and a presentation to the Board of Trustees. (HAA)

project to give students the opportunity to explore these issues in the local community. The project was also intended to provide students with a chance to learn experientially and cooperatively by visiting designated sites in the vicinity in teams and reporting their findings to their classes. The "City as Text" course was originally introduced to students in a U.S. History Honors course, and was subsequently applied in fall 1996 in two different classroom situations: English composition and Mexican American history. Students compared social and cultural phenomena at the classroom, campus, and city levels. Students in all courses shared how exciting it was to learn a subject matter under different and exciting circumstances. The project received full support from the college chancellor and the instructors. As the project developed, it became apparent that a certain level of consciousness-raising needed to be done. The project has helped to enhance both instructional approaches and inter-cultural relations on campus. (HAA)

provided, indicating that surveys were sent to all graduates and certificate earners and a random sample of non-returning students who had not graduated; tables showing response rates are presented, indicating that 530 former students responded; and tables of overall responses are provided. Tables of responses are then presented for occupational education programs, including accounting, automotive mechanics technology, general business, communications media, computer information science, early childhood education, health information technology, medical assisting, and office administration. Responses are then presented for general programs, including general education or transfer/liberal arts, mathematics, and social sciences, and for students with undeclared majors. For each section of responses, data are provided on student demographics, including completion and attendance status, gender, ethnicity, and age; college experience, including objectives and goals, reasons for not re-enrolling, units completed, license examination outcomes, satisfaction with CRC, rating of services, and benefits in terms of career plans; employment information, including student employment in jobs related and unrelated their studies; and continuing education status, including enrollment and transfer status and problems transferring. (HAA)

the quality of mother-child interaction; (7) administering the Peabody Picture Vocabulary Test; (8) assessing children's television viewing habits; (9) assessing children's behavioral and emotional problems; and (10) measuring children's physical growth. (BC)

ED 403 988   PS 024 782

Birse, Margaret
The Constructivist Approach to Science and Technology.
PUB DATE- Jan 96
NOTE- 9p.; Paper presented at the Australia and New Zealand Conference (6th, Hobart, Tasmania, Australia, January 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Constructivism (Learning); Curriculum Design; *Discovery Learning; Discovery Processes; Elementary Education; Foreign Countries; Laboratory Experiments; *Science Activities; Science Curriculum; Science Experiments; *Science Instruction; Student Centered Curriculum; *Technology Education
IDENTIFIERS- *Science through Discovery

Many primary school teachers feel a lack of confidence in teaching science and technology. This paper aims to demonstrate useful and practical strategies for non-specialist science teachers to use in stimulating a positive scientific attitude among primary school students. It proposes that teachers should strive to develop children's natural inquisitiveness and curiosity about the world around them, and that a constructivist approach facilitates scientific investigation because the curriculum is not teacher-centered. It describes how the constructivist approach uses specific strategies, including observation, designing, making, questioning, prediction, discussion, and recording experiences, which are characteristics of successful scientific inquiry. The paper explains that the constructivist approach to science encourages the process of discovery and learning rather than the "book teaching" of science, and that teachers who use this approach become good role models for developing a positive and successful scientific attitude. It encourages the strategy of using everyday situations to demonstrate basic scientific principles, and the example of investigating melting ice is given as a sample experiment. Three different experiments are created from the concept of melting ice: (1) Does ice melt at different rates in different locations?; (2) Does ice melt quicker on colored surfaces?; and (3) Are all thermoses effective in keeping ice? Each of these experiments is described in detail to show the use of the constructivist approach. (SD)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cultural Differences; Educational Assessment; Educational Quality; Federal Programs; *Hispanic Americans; *Instructional Effectiveness; Mexican Americans; *Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Puerto Ricans; Siblings; Special Needs Students
IDENTIFIERS- *Hispanic American Students; Latinos; *Project Head Start

Poor educational attainment is a persistent problem among Latino children relative to non-Latinos. This study examined the effects of participation in the Head Start program on Latinos. Large and significant benefits were found to accrue to Head Start children when compared to siblings who did not participate in the program. On average, Head Start participation closes at least one-fourth of the gap in test scores between Latino children and non-Hispanic white children, and two-thirds of the gap in the probability of grade repetition. Latinos are not a homogeneous group, and it was found that the benefits of Head Start are not evenly distributed across sub-groups. Relative to siblings who attend no preschool, the gains from Head Start are greatest among children of Mexican origin and children of native-born mothers, especially those whose mothers have more human capital. In contrast, Latino children whose mothers are foreign-born and Puerto Rican children appear to reap little benefit from attending Head Start, relative to their siblings who do not attend. (Five tables contain data on: (1) family background characteristics and child outcome measures; (2) impact on test scores and grade repetition; (3) effects on child outcomes; (4) effects on test scores; and (5) probability of attending Head Start versus other preschools. Contains 60 references.) (Author/SD)

Ryan, Bernard, Jr.
Helping Your Child Start School: A Practical Guide for Parents.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Environment; Developmental Stages; Early Experience; Elementary School Curriculum; Emotional Adjustment; *Kindergarten; Parents as Teachers; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; *School Readiness; *Student Adjustment

Noting that school is an influence stronger than any a 5-year-old child has yet known, this parent guide to preparing children to enter school brings together two understandings: first, an understanding of the child at the time school begins and during the first school year; second, an understanding of school, and what goes on inside the classrooms, gymnasiums, and playgrounds. Chapters in the first section of the book deal with getting ready for school, including a child's development, and how much "school" is necessary before Kindergarten. Chapters in the second section discuss the learning experiences that occur in school in the areas of language and literature, science and nature, number concepts, music, and physical education. This section also discusses the concept of integrated curriculum, and mainstreaming of children with disabilities. Chapters in the third section deal with parent involvement, and cover play, habits, and health, and a parent's relationship with the child's teacher. Lists of suggested readings for the child and for the parent conclude the book. (HTM)

This article describes instructor criteria in three outdoor organizations: Outward Bound (OB), the National Outdoor Leadership School (NOLS), and the Wilderness Education Association (WEA). Common requirements for outdoor leadership programs are outdoor experience and skills, advanced first aid, CPR, and a minimum age requirement. Traditionally OB, NOLS, and WEA trained instructors in-house. Candidates purchased experiences and skills training by taking a series of courses leading to an assistantship in the field. The requirements for an Assistant Instructor for the Colorado Outward Bound Schools include extensive people skills as well as mountaineering skills and river running skills. The National Outdoor Leadership School looks for qualities such as an ability to recognize potential hazards and a commitment to develop technical skills in numerous outdoor activities. The cost of the course in 1990 was $1,950 for 34 days. In addition to standard age and first aid requirements, the Wilderness Education Association requires instructors to have a college degree, a current physical exam, evaluations which acknowledge abilities, and a recommendation of a head instructor. Courses cost about $600. It costs thousands of dollars and requires a long time in the field to develop into a truly great outdoor instructor. All three programs are beginning to look for alternative ways to discover qualified instructors and to accelerate them through the instructor process. (KS)

School Seniors; Place of Residence; Relocation; Role of Education; Rural Areas; Rural Education; *Rural Youth; Socioeconomic Status; Student Alienation; *Student Attitudes; Student Surveys; Values; Youth Opportunities
IDENTIFIERS- Sense of Community; *Sense of Place; *West Virginia

This study compares the attitudes of academically gifted rural students with those of their classmates with regard to their communities and their aspirations for a sense of place. Although West Virginia, a largely rural state in Appalachia, is considered by outsiders as a place of deprivation, despair, and backwardness, an aspiration for a sense of place clearly exists among its rural residents. But poor job prospects, along with economic decline, have motivated many West Virginia youth to leave their communities in search of better opportunities. In addition, many educators and community leaders report that students are not active in their communities, a trend believed to reinforce youth outmigration. A questionnaire about students' community satisfaction; ideal community; and perceptions of isolation, powerlessness, and normlessness was completed by 158 academically gifted high school students who attended the 1994 West Virginia Governor's Honors Academy and by 600 high school seniors from 7 rural West Virginia high schools. Results indicate that gifted students placed greater importance on quality of schools when imagining an ideal community than did the comparison group. Gifted students tended toward a more "modern" disposition, which makes it difficult to realize aspirations for a sense of place. In addition, ancillary analyses indicated that very rural gifted students were significantly less satisfied with their communities than gifted students living in more urbanized West Virginia communities. Contains 48 references. (LP)

Leadership School point out the inherent strengths and weaknesses of each approach. This paper also reviews educational theories and philosophies that contributed to the development of a student-centered learning model relevant to outdoor education. Student-centered learning involves reversing the process of traditional teaching so that students take responsibility for exploring, gathering information, and creating unity out of their learning experience while the teacher acts as guide and facilitator. At the beginning of the course, the teacher's role includes facilitating, compiling resources, teaching group process and activity skills, and providing students with choices about their learning. The transition phase is reached when students have committed to the goals of the course, learned necessary skills, and are prepared to use available resources. At this point, students are empowered to determine how their goals can best be met, facilitate appropriate activities, determine when teacher intervention is necessary, solve problems, conduct sessions to facilitate the "organization of experience," utilize resources, and assist with evaluation and closure. At the same time, the teacher continues to encourage students to be self-reliant, provides resources, facilitates when appropriate, participates as a co-learner, and plans and assists with evaluation and closure. (LP)

Education; *Integrated Services; *Rural Schools; *School Health Services; Social Services
IDENTIFIERS- *Settlement Schools

The integration of health and social services with schools promises to be an effective means of delivering services to children and families in the face of increasing social problems and needs. Beginning in 1886, urban settlement houses provided education and a wide variety of services to aid the assimilation of new immigrants. Similarly, settlement schools were established in Appalachia in the early 1900s to provide education and services needed for the transition to industrialized society. This paper traces the history of integrated services from the early 1900s to the 1970s in three Appalachian settlement schools: Hindman Settlement School (Hindman, Kentucky), Pine Mountain Settlement School (Blescoe, Kentucky), and Crossnore School (Crossnore, North Carolina). Data collection included interviews with individuals associated with the schools and examination of primary sources such as government documents, photographs, newspaper articles, and archival collections of papers. The services provided by the schools are summarized, including academic programs, extension of educational services to remote areas, relationship with local public school systems, medical and nursing services, short-term health clinics for special needs, health education, training in nutrition and hygiene, vocational and agricultural training, recreational services, and welfare services. Overall, services were provided based on community needs and participative decision making. The schools were adaptable and innovative and cooperated with other public and community agencies. Contains approximately 110 references from full doctoral study. (SV)

Needs.
PUB DATE- 94
NOTE- 476p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academically Gifted; Cognitive Style; Educational Needs; Elementary Secondary Education; Equal Education; Learning Disabilities; *Mathematics Curriculum; *Mathematics Instruction; *Special Education; *Special Needs Students; Teaching Methods

This book is a professional resource for both regular classroom and special education teachers who work with students with disabilities in mathematics or students who are gifted or talented in mathematics. Included are 21 chapters, each written by specialists in different aspects of working with students with special needs. The book is divided into four parts. Part 1, Current Issues, raises and addresses issues of concern relating to high-quality, broad-based, equitable school mathematics programs for students with special needs. Part 2, Classroom Episodes, addresses major curriculum thrusts in mathematics, considers different age levels of students from early childhood through secondary school, and shares classroom episodes, highlighting the interaction and learning of special needs students. Part 3, Promising Practices, presents several existing mathematical programs that include or are designed for students with special needs. Part 4, The Challenge and the Promise, recaps major obstacles to needed change and invites the reader to reshape barriers into bridges to quality mathematics instruction for students with special needs. Appendices include: (1) Recommendations for Curriculum Planning from the NCTM: Teaching Mathematics To Empower All Students, K-12; (2) Students With Special Needs: Categories of Identification Established by Public Laws; and (3) Individualized Education Plan (IEP) for Edward and Mathematics Individualized Learning Plan (MILP) for Lisa. Contains references at the end of each chapter. (MKR)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Educational Resources; Foreign Countries; *Science Curriculum; *Science Education; *Science Instruction; Science Programs; Secondary Education
IDENTIFIERS- *Alberta

This document is designed to provide practical information for teaching the Chemistry 20-30 Program of Studies. The first section provides an overview of Chemistry 20, explaining the program philosophy and the relationships among science, technology, and society. The use of concept connections and teaching a course around major science themes is described, as well as how the program articulates with the junior and senior high science courses. Section two contains four units. In unit one, students investigate a variety of solutions, learn of the characteristics of acids and bases, how to express concentration, and methods of preparing and handling solutions. In unit two, students are required to use mathematical manipulation and stoichiometric principles to predict quantities of substances consumed or produced in chemical reactions. In unit three, students are helped to relate theories about bonding to the properties of compounds and to develop explanations and descriptions of structure and bonding through scientific models. In unit four, students are introduced to the characteristics of organic compounds, the general nomenclature and formulas for hydrocarbon categories, their reactions and significant derivatives. The final section provides detailed information on a great variety of resources that support the implementation of this program. (ZWH)

NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Animals; Biological Sciences; *Conservation (Concept); Educational Strategies; Environmental Education; Interdisciplinary Approach; Intermediate Grades; Middle Schools; Secondary Education; *Wildlife; Wildlife Management; *Zoos

This report is a dissemination project evaluation of the Wildlife Inquiry through Zoo Education (WIZE) program, a well-known life science program for grades seven through ten that takes a non-traditional, multi-disciplinary approach to learning. The program content focuses on population ecology, wildlife conservation, and species survival. Chapter I presents program background, objectives, and evaluation methodology. Information pertaining to awareness sessions, training, and the number of program adoptions can be found in Chapter II. Data relating specifically to assessments of specific WIZE/Survival Strategies curriculum materials, examination of teachers' experiences on field trips to zoos or alternate life science sites appears in Chapter III. Student performance on the content-area test as well as ratings of students' mastery of science skills and knowledge are contained in Chapter IV. A summary of the perceptions of a subgroup of teachers who have used WIZE/Survival Strategies extensively appears in Chapter V. Conclusions are presented in Chapter VI. Findings indicate that students participating in the program scored significantly higher on a content-area posttest and had significantly more knowledge of and interest in particular science areas than did students not exposed to the curriculum. (JRH)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Racial Differences; *Sex Differences; *Test Construction
IDENTIFIERS- *National Assessment of Educational Progress

This report investigates the dimensionality of the 1992 National Assessment of Educational Progress (NAEP) mathematics test in the context of subgroup differences. The analysis approach of this study utilized key grouping variables of the NAEP reports (e.g., gender, ethnicity), but had the advantage that subgroup comparisons were not only done in a univariate manner using one grouping variable at a time, but were done using the set of grouping variables jointly. The data supports a multidimensional model with dimensions corresponding to both content-specific and format-specific factors. The multidimensional latent variable modeling suggests a new way of reporting results with respect to math performance in specific content areas. For content-specific performance, the subscores were related to overall performance, considering content-specific scores conditional on overall scores. For a given overall score a subgroup difference was considered with respect to a certain content area. This conditional approach may be of value for revealing differences in opportunity to learn or differences in curricular emphases. (Author/JRH)

PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Curriculum Enrichment; *Decision Making; Grade 4; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Learning Activities; *Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- Utah

This document is extracted from a larger work that is a component of Utah's archaeology education program. The goal of the project is educating students to take responsible and thoughtful actions with respect to our archaeological heritage. The document consists of eight lessons on the following topics: (1) why is the past important?; (2) culture everywhere; (3) observation and inference; (4) context; (5) chronology: the time of my life; (6) classification and attributes; (7) scientific inquiry; and (8) "it's in the garbage." Each identifies the subjects in which the lesson could be included such as science, social studies, and language arts. Each lesson lists the skills that will be learned in the lesson including knowledge, comprehension, analysis, application, synthesis, and evaluation. Learning strategies include brainstorming, observation, classification, comparing and contrasting, research skills, categorizing, discussion, scientific inquiry, decision making, problem solving, writing, games, analogy, and forecasting. Each lesson lists its approximate duration and recommended class size. The lessons are illustrated and include activity sheets that can be copied to be handed out to the students, answer keys for the sheets, lists of materials needed for that lesson, and a vocabulary list. The first lesson helps students to begin to discover why people study the past. The other lessons explore how to study the past. Background information, instructions for setting the stage for the lesson, the procedure to be followed in the lesson, closure, evaluation, and each lesson's links to other lessons are included. (DK)

the speech of the director-general, and the mandate and membership of the Commission. (DK)

ED 404 214 SO 024 449

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
PUB DATE- Jan 94
NOTE- 17p.; For related papers, see SO 024 394-407 and SO 024 448-456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Developing Nations; Economic Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; *International Cooperation; *International Education; *International Educational Exchange; Science and Society
IDENTIFIERS- *Africa

The second session of the International Commission on Education for the Twenty-First Century, held in Dakar, Senegal, was preceded by a 2-day working group on education in Africa, at which some 15 African educators, decision-makers, and intellectuals debated problems, approaches, and options in education. Several African educators at the highest levels participated in hearings before the Commission to further the dialogue on the relationship between educational aims and educational realities, particularly in the difficult economic and political context facing Africa. The text of this report incorporates the debates and conclusions of the working group, as well as the content of the hearings. Although the theme of the plenary was "education and development," an emphasis was placed throughout the discussions on the situation in sub-Saharan Africa. This emphasis was due both to the location of the meeting, and to the acuteness of the problems there. The Commission emphasized diagnosis, and questions, rather than the formulation of specific recommendations at this early stage. The first part of the report on education and development discusses educational provision, including mobilizing for the expansion of literacy, language of teaching, technical and vocational education, the role of universities in the economy, research, and diversification; and focusing on African problems such as education for women, political stability, overcoming handicaps, tensions between quality and quantity, and the teacher shortage. The second part of the report summarizes four specific topics developed by the Commission: (1) education and communications technologies; (2) education and work; (3) financing of education; and (4) education and international cooperation. (DK)

Section three, "Thematic Units, Children's Literature, and Geography," offers directions for three thematic geographic units based on children's literature: (1) environmental protection; (2) farming; and (3) the Great Lakes. Examples provided are suitable for all grade levels. (EH)

ED 404 235   SO 026 456

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ecology; *Environmental Education; *Futures (of Society); *Interdisciplinary Approach; *Science and Society; Science Education; Secondary Education; Social Change; Social Problems; Social Studies; Technology; Thematic Approach

This book offers an introduction to the history and nature of science and technology (HNST) for educators who are interested in teaching about this content area. The book has five chapters, organized to address the following questions: (1) Why is this subject matter important?; (2) What should be taught about this subject matter?; (3) How can I get started teaching about this subject matter when I am not an expert myself?; (4) What pedagogical approach is best to use?; and (5) What materials are available for teaching about this subject matter? Chapter 1 helps interested teachers understand why incorporating HNST into science and social studies courses is beneficial to students. Chapter 2 presents the six themes from the HNST curriculum framework. Chapter 3 demonstrates how to get started with HNST. Chapter 4 briefly introduces the constructivist approach to teaching and presents exemplary HNST lessons with concrete materials to try in the classroom. Chapter 5 provides sources of information and materials. (EH) structure, religion, and daily lifestyles of these diverse cultures. Each entry opens with a map outlining the area populated by the group and a list of key data regarding languages spoken, total population, and primary food. Each group is discussed in terms of early, pre-Islamic, and pre-colonial history as well as recent developments. Appendices contain a list of additional African cultures, a glossary, references, and an index. (MM)

ED 404 259 SO 026 790

Stevens, Lawrence
The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; *Civil Rights; *Community Problems; *Critical Thinking; *Decision Making; Equal Protection; *Freedom; Politics; Problem Solving; Secondary Education; *Social Change; Social Studies; Technology; United States History
IDENTIFIERS- 1960s; 1970s

The activities in this manual explore some of the issues of the 1960s and 1970s that reflected changes in U.S. patterns of thought: minorities sought their share of the American pie; young people challenged established authority; massive protests erupted against the Vietnam War; political corruption was found in high office and a marked change occurred in American values. The activities emphasize student involvement and decision making. The contents includes: (1) "So You Want to be a Rock n' Roll Star"; (2) "How Have the 60s Affected You?"; (3) "The Tube"; (4) "The TV News"; (5) "Technology"; (6) "The Soda Fountain Caper"; (7) "Tinker vs. Des Moines"; (8) "Long Hair"; (9) "Who Should Get a Job?"; (10) "Life Style"; (11) "The Bay of Pigs"; (12) "The Gulf of Tonkin"; (13) "The Trial of Richard Nixon"; (14) "Riot"; and (15) "Think Small." (EH)

IDENTIFIERS- China; Costa Rica; Festivals; India; Japan; Malaysia; New Mexico; Nigeria; Taiwan; Thailand

This book, appropriate for use in grades 3-6, presents information about nine regions of the world: Malaysia; Costa Rica; Taiwan; New Mexico, United States; Japan; India; Nigeria; Thailand; and China. Each region is presented in a three part format: (1) Background information provides a look at the geographical location, the flag, and the social description of each region; (2) the festival section introduces information on a popular festival typical to the region; and (3) the third section gives a story based on the prevalent folk culture of the region. Reproducible sheets encourage writing, research, drawing, and extension activities related to each region. (MM)

ED 404 283 SO 027 526

A Practical Guide to Arts Participation Research. Research Division Report #30.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; *Attitude Measures; *Audience Participation; Audiences; Dance; Drama; *Fine Arts; Music; Research Design; *Research Methodology; Social Science Research; Visual Arts
IDENTIFIERS- *Arts Participation

If the arts are an essential means for cultural expression, then the study of arts participation is central to the understanding of U.S. culture and its evolution. This document aims to provide an understanding of arts participation at the national and local levels. To this end, the historical development of arts research is summarized and an overview of how to conduct an arts participation study is provided. The document is organized in 4 sections: (1) "Arts Participation Studies and Audience Research Techniques"; (2) "Historical Perspective on Arts Participation Research"; (3) "The Anatomy of an Arts Participation Study"; and (4) "Appendices" which include a sample instrument, an error table, definitions, resources, and a bibliography. (MM) completed the AT&T experience are committed to teaching in urban schools and to "making a difference." The redesigned roles of EXCEL Clinical Educators and Resident Clinical Faculty have been integrated into the ongoing teacher education program. Approximately 50 percent of the Growing Young Minds funds were used to support strategic planning meetings, work sessions, professional development activities, and collaborative celebrations; 25 percent of the funds supported dissemination expenses; unrestricted funds were critical to the success of collaborative ventures. Appendixes provide: statement of AT&T Alliance for Teachers for Tomorrow goals and objectives; survey instrument for 1995/96 Growing Young Minds Initiative, Beginning Urban Teachers; and a copy of the Jacksonville Education Compact. (JLS)

ED 404 303 SP 036 936

Houston, W. Robert; And Others
Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
PUB DATE- 95
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Consortia; *Educational Technology; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Development; Program Implementation; *Teacher Education Programs; Urban Education; *Urban Schools
IDENTIFIERS- *Diversity (Student); Houston Independent School District TX; Texas (Houston)

The challenges of burgeoning enrollment and the high concentration of lower-income and ethnic minority students, a climate of low expectations, teacher and student mobility, and increasing drop-out rates, led to the formation of the Houston (Texas) Consortium of Urban Professional Development Centers. The consortium focuses on urban schools; it includes: 4 universities, 16 professional development schools in 3 large school districts, the Region 4 Education Service Center, and the Harris County (Texas) Department of Education. The program includes all prospective teachers and involves both preservice and inservice education; it is systemic and based on knowledge of research on adult learning and exemplary practice. Among its objectives are to increase the knowledge and performance of preservice teachers and to increase student learning in urban professional schools. The goal of the program is to develop and implement a highly effective school-based, technology-intensive teacher preparation program that will increase the achievement of urban students. In addition to the explanation of the program goals and objectives, this document includes: 1994-95 Year-End Report, Houston Consortium of Urban Professional Development and Technology Centers; Houston Consortium, Strategic Plan 1995-1996; Association of Teacher Educators Distinguished Program in Teacher Education Award Application, Presentation (February 26, 1996, St. Louis, Missouri); and Professional Development and Technology Schools (reports on the 16 professional development schools). (JLS)

ED 404 304 SP 036 987

Chase, Sue; And Others
Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Cooperating Teachers; Faculty Development; Global Education; Higher Education; Methods Courses; *Partnerships in Education;

ED 404 323 SP 037 148

Richards, Patricia O.
Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College School Cooperation; Elementary Education; *Field Experience Programs; Higher Education; *Interdisciplinary Approach; Knowledge Base for Teaching; *Language Arts; *Methods Courses; Partnerships in Education; Preservice Teacher Education; *Reading Instruction; Teaching Methods; *Theory Practice Relationship; Whole Language Approach

This paper describes the development of a course that would improve instruction for preservice teachers and for elementary school students through "real world" integration of reading and the related processes of listening, speaking, and writing. "Integrated Language Arts Instruction in the Elementary School" is presented as a model for field-based methods courses seeking a balance between traditional approaches and a whole language philosophy. The preservice teachers were placed in the elementary school classroom in groups, allowing them to collaborate and share observations, insights, concerns, and teaching responsibilities; university faculty met with the preservice teachers and the K-6 faculty at the elementary school. University classes covered the knowledge base relative to language and literacy acquisition, making connections between the field experiences and the knowledge base. At the end of the course, preservice teachers demonstrated greater understanding in their planning and teaching by observation, by their performance on several evaluation instruments, and in their student teaching the following semester. In the first year, the elementary school experienced significantly improved scores on the Maryland School Performance Assessment Program instrument compared to prior years. The success of the program encouraged other collaborative efforts between methods courses and elementary schools and prompted program revisions to make methods courses more interdisciplinary. (Contains 18 references.) (ND)

ED 404 324 SP 037 149

Ledic, Jasminka
Philanthropy in Croatia: The Problems of Teaching.
PUB DATE- Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (New York, NY, November 7-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Curriculum Development; Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Philanthropic Foundations;

ED 404 343 TM 025 265

Yepes-Baraya, Mario
A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Construct Validity; Difficulty Level; Grade 8; Interviews; Junior High Schools; *Junior High School Students; National Surveys; Problem Solving; *Protocol Analysis; Science Process Skills; *Science Tests; Student Motivation; Test Anxiety; Test Items; *Test Validity
IDENTIFIERS- *National Assessment of Educational Progress; Subject Content Knowledge

The cognitive processes students use in doing the 1996 science assessment of the National Assessment of Educational Progress (NAEP) were studied using two booklets from the 1993 NAEP science field test. Blocks of items from these booklets, a hands-on task block and either a conceptual/problem solving block or a theme block, were administered to 16 eighth graders who varied in proficiency in science as measured by the Metropolitan Achievement Tests. Students were interviewed after the test, and they were informed that the purpose of the study was to understand their thought processes as they answered the test items. Participants were offered a gift certificate incentive to complete the test. The combination of think-aloud protocols and concurrent interviews following the assessment was an effective way to explore participants' thought processes. Evidence suggests that the assessment is tapping the constructs it was designed to assess, namely science knowledge structure, reasoning, and hypotheses formulation and testing. In addition to lack of opportunity to learn, other main reasons for item difficulty were lack of factual knowledge, lack of conceptual understanding, and lack of knowledge of principles. The effects of motivation and test anxiety on performance were also apparent. (Contains 2 tables, 11 figures, and 17 references.) (SLD)

ED 404 344 TM 026 077

Testa, Alec M.
DATAWave. Volume 3, Numbers 1-7.
PUB DATE- 24 Jan 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Educational Assessment; Educational Planning; Educational Research; Financial Support; Focus Groups; Grants; Higher Education; Mathematics Achievement; Outcomes of Education; *Program Evaluation; *Student Evaluation; Test Construction; Testing Programs; *Test Results; Test Use
IDENTIFIERS- ACT Assessment; *Collegiate Assessment of Academic

ED 404 363 TM 026 433

Brick, J. Michael; And Others
Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; National Surveys; Probability; Research Methodology; *Responses; *Sample Size; Sampling; *Statistical Bias; *Telephone Surveys
IDENTIFIERS- *National Household Education Survey; Random Digit Dialing; Weighting (Statistical)

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics. The NHES is a telephone survey of the noninstitutionalized civilian population using households selected using random digit dialing methods. Approximately 60,000 households are screened for each administration, and people who meet predetermined criteria are sampled for more detailed or extended interviews. This report is a continuation of research on issues related to biases that result from the inability to survey people who are in households without telephones. It describes a study of an alternative method for adjusting telephone survey data to compensate for coverage bias. The method is based on the observation that telephone subscription varies within households over time. Weighting adjustments that use the data from households that have telephones only sometimes during the year might be an improvement over the current way of adjusting data. Findings indicate that coverage bias associated with households without telephones could be important for some statistics, and data collected on telephone service interruptions can be used to reduce this bias by using a response probability type of adjustment. The benefits of the bias reduction appear to be large enough to offset the variance increases due to increased variability in the weights in the study, although the results may differ for different size samples. Further research is needed, however, before the procedure can be recommended. (Contains 8 tables, 7 figures, and 10 references.) (SLD)

ED 404 364 TM 026 434

Hoffman, Charlene M.
Federal Support for Education. Fiscal Years 1980 to 1996.
PUB DATE- Dec 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; *Educational Finance; Educational Trends; *Elementary Secondary Education; Expenditures; *Federal Aid; *Financial Support; Government Role; *Higher Education; Public Agencies; Tax Allocation; Trend Analysis

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980.

ED 404 382 UD 031 489

Wanza, Valerie S.
Increasing Attendance of Innercity Youths.
PUB DATE- 17 Jun 96
NOTE- 66p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attendance; Attitude Change; *Black Students; Counseling; Dropouts; Grade 10; High Schools; *High School Students; Incentives; *Inner City; Program Development; Program Implementation; *Urban Schools; Urban Youth; Vocational Education

A program was developed and implemented to help increase the attendance of potential grade 10 dropouts from a predominantly black urban area. The objectives for the program were to increase the daily attendance rate for the 10 targeted students by at least 40%, to develop positive career and life goals, and, for 4 of the young men, to develop positive educational goals. The target group was required to complete a biotherapeutic learning packet that required a great deal of self-examination, to participate in regular counseling sessions, and to complete a vocational technology portfolio as part of the implementation. Incentives awarded in a lottery for perfect attendance ranged from free meals to gift certificates. All of the program objectives were met. Of particular note was the attitude change among the four young men who had believed initially that education was not necessary for future success. Eight appendixes include an academic history for each student and the the pre- and postsurveys. (Contains 1 appendix figure, 4 appendix tables, and 16 references.) (Author/SLD)

ED 404 383 UD 031 490

Anderson-Clark, Janet
The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
PUB DATE- 96
NOTE- 145p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Blacks; Child Development; *Cultural Awareness; *Curriculum Development; Developmental Stages; Educational Practices; Expectation; Parent Attitudes; *Parents; Play; Preschool Education; Program Development; Social Studies; Teacher Attitudes; Urban Education
IDENTIFIERS- African Americans; *Developmentally Appropriate Programs

In response to parent complaints about the curriculum at an urban child care center, a procedure was developed to provide parents and teachers with an understanding of developmentally appropriate practices for young children. A curriculum that was developmentally and culturally relevant to the children at the school was also developed. The entire population served by the center was African American, although many clients had a Caribbean or Bahamian background. The preschool department was licensed to serve 55 children. Parents had complained that the children spent too much time playing, and that academic learning was not taking place. The workshops held as part of the parent and faculty education procedure increased parents'

ED 404 403 UD 031 510

Cheng, Maisy
Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; *Cultural Awareness; Educational Policy; Elementary Education; *Elementary School Students; Ethnic Groups; Foreign Countries; Minority Groups; Multicultural Education; *Parent Attitudes; Racial Bias; *Racial Discrimination; Student Attitudes; Teacher Attitudes; *Urban Schools
IDENTIFIERS- Ontario; *Toronto Public Schools ON

This report documents how a family of elementary schools in Wards 11 and 12 of the Toronto Board of Education (Ontario, Canada) have carried out their plans for the antiracist education (ARE) mandated by the school board between 1991-92 and 1994-95. Results, based on a variety of data collection methods, reveal areas of accomplishment and challenges still to be met. Among other sources of data were surveys of: (1) 213 parents of students in grades 3 through 8 in 1994-95; (2) 155 teachers in 1992-92 and 71 in 1994-95; (3) 625 students in grades 3 through 8 in 1994-95; and (4) 1,169 elementary school students in 1991-92. Findings indicate that teachers have succeeded in validating the racial and ethnic backgrounds of the students and that curriculum materials have become more reflective of the student population. Racial incidents reported by principals and students have declined during the study period. In addition, teachers have become more willing to acknowledge that racism exists and to take action to deal with racial issues. Much work remains to be done, however. Racial minority parents are not fully satisfied with curriculum materials and think that teacher treatment of minority students and parent participation could be improved. An appendix discusses data collection methods. (Contains 6 tables and 22 references.) (SLD)

ED 404 404 UD 031 512

Parrish, Thomas
Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 4p.; Based on a National Center for Education Statistics Research and Development Report (Parrish, Matsumoto, and Fowler, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Enrollment; *Equal Education; *Expenditure per Student; *Minority Groups; Racial Differences; *School District Spending; School District Wealth

This brief examines the relationship between the percentage of minority students and education spending across the school districts of the United States using data from the 1989-90 school year. The brief explores whether districts with a high the text analyzes the role of private philanthropies in education. Each chapter contains references. (SLD)

ED 404 424 UD 031 546

Pfaff, Tim
Hmong in America. Journey from a Secret War.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Chinese; Cultural Differences; *Hmong People; *Immigrants; Immigration; Language Minorities; *Limited English Speaking; Political Attitudes; *Refugees; Relocation; Vietnam War
IDENTIFIERS- Laos; *Wisconsin (Eau Claire)

Since 1975, the United States has accepted more than 110,000 Laotian highlanders as refugees, the vast majority of whom are Hmong. The Hmong in America trace their Chinese ancestry back thousands of years, but their recent history is rooted in Laos where Hmong families escaped from China in the mid-1800s. It is difficult to overstate the culture shock experienced by Hmong resettling in the United States. With terrible memories of the East Asian war and refugee camps, they have arrived in a highly industrialized and technologically driven society. They have significant linguistic, educational, economic, cultural, and racial barriers. Most had not lived in a house with plumbing or electricity. Their traditional world view valued family and group welfare above all, but they are forced to deal with American individualism. By 1995 many Hmong refugees had become self-sufficient, but other recent arrivals faced the same problems, exacerbated by years in Thai refugee camps and memories of political conflict. The transition to American life is slow and difficult for newly arrived Hmong. This discussion of their adaptation to the United States focuses on the Hmong community of Eau Claire (Wisconsin) where the painful process of acculturation continues. An annotated bibliography lists 53 sources for further reading. (SLD)

ED 404 425 UD 031 547

Postiglione, Gerald A., Ed.; Leung, Julian Y. M., Ed.
Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
PUB DATE- 92
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship Education; *Colonialism; Cultural Background; *Educational Change; Elementary Secondary Education; *Equal Education; Foreign Countries; Politics; *Role of Education; *Social Change; Social Stratification
IDENTIFIERS- *China; Chinese People; *Hong Kong

This book takes the position that education in Hong Kong under British rule has been characterized by inequalities, privileges, patronage, discrimination, archaic hierarchies, inadequate planning, and emphasis on quantity over quality.

Preservice Teacher Education; *Professional Development
Schools; *Professional Recognition; Program Development;
Program Effectiveness; Program Implementation; Secondary
Education; Social Studies; Student Teacher Supervisors;
*Teacher Collaboration; *Teacher Education Programs; Teaching
Experience
IDENTIFIERS- *Ohio State University

A recurring theme in the social literature is the perceived gap between what faculty in higher education view as the goals of and preferred methods for teaching social studies and those valued and applied by practicing social studies teachers. In 1990, Ohio State University began planning an intensive school-university collaboration in the form of the Professional Development School (PDS) Network in Social Studies and Global Education. The importance of the following components in the preparation of preservice teachers in social studies and global education have been learned from the PDS project: maintaining congruence, modeling competence, extending time teaching and learning with real students, expecting high standards for preservice teachers' performance as professionals, reflecting on practice using journals, case studies, small group discussion and other techniques, and caring. The PDS has also created new roles and opportunities for professional growth for experienced teachers. The field teachers have become university faculty, extending their own professional lives, and they also have become experts at organizing effective inservice workshops. The program, which has not been without difficulties, has required trust and a shared vision along with the cooperation of the institutions. The program has benefited its preservice teachers, the field faculty, and the partner institutions. (Contains 26 references.) (JLS)

ED 404 305 SP 036 990

Vaughns, A. J.
School Renewal and Non-Instructional Time for Teachers: Profiles
From the National Network for Educational Renewal. Professional
Practice Series.
PUB DATE- 6 Aug 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Educational Change; Elementary Education; Elementary
School Teachers; *Faculty Development; Higher Education;
*Partnerships in Education; Preservice Teacher Education;
*Professional Development Schools; Profiles; School
Restructuring; *School Schedules; *Time Management
IDENTIFIERS- *National Network for Educational Renewal; *Partner
Schools

This paper provides a basic description of the methods used to make available non-instructional time and presents profiles of seven schools in the Network for Educational Renewal (NER). Each profile describes the school's unique background, approach to providing non-instructional time for teachers, and lessons learned. Some strategies identified are: use of other staff as substitutes to free teachers; coordinated planning periods; changing schedules to include non-instructional time; and use of grant funds to pay additional staff. Some lessons learned are: change is evolutionary and can be accomplished successfully on simple as well as on complex levels; two qualities are shared by all the schools--the presence of leadership and a growth-oriented school character; and costs

Preservice Teacher Education; *Private Financial Support; *Teacher Education Curriculum
IDENTIFIERS- *Croatia; Philanthropists

This paper describes the experience of a professor at the University of Rijeka (Croatia) teaching "Philanthropy and Education," a course offered for seniors in education in the 1995-96 academic year. The idea and support for teaching philanthropy in Croatia were developed and enabled through the project "Initiating Philanthropic Activities in Croatia through Teacher Education," supported by the Indiana University Center on Philanthropy and designed to promote the values of philanthropy, primarily through teacher education. The course content includes three sections: philanthropic tradition, the Third Sector, and philanthropy and education. In each area, an attempt is made to use examples from Croatian tradition and culture and to explore these problems in the context of the present political and social transitions. Since philanthropy is not recognized as a field of study in Croatia, there is a lack of faculty support for the course. There are also difficulties in making materials and information available in the Croatian language so class resources are in a foreign language. In the future, it will be necessary to develop local materials and texts. It is proposed that the course be offered to student teachers, especially those in K-12, to provide a foundation for philanthropic values from the very beginning of schooling. Contains over 100 references, a list of journals and other publications, the course syllabus, and student course evaluations. (JLS)

ED 404 325   SP 037 156

Swaim, John H.; Stefanich, Greg P.
Meeting the Standards: Improving Middle Level Teacher Education.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Guidelines; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; *Preservice Teacher Education; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- Middle School Teachers; *National Council For Accreditation of Teacher Educ; *National Middle School Association

This publication was designed to assist those who are establishing or redesigning programs aimed at providing better prepared middle grades teachers. Following the prologue, which provides the background of the project, the first chapter looks at teacher education; endorsement, licensure, certification, and accreditation; and collaboration to improve middle level teacher education. The second chapter examines professional forums, publications, and the National Middle School Association (NMSA)'s joint relationship with National Council for Accreditation of Teacher Education (NCATE). The third chapter explores exemplary practices in undergraduate studies, masters programs, initial licensure beyond the bachelors degree, specialist programs, and doctoral programs. The fourth chapter focuses on the future of middle level education. The 1995 Revised NMSA/NCATE Guidelines are discussed in the epilogue. A resource list of contributing colleges and universities is provided. Appendices include: (1) "Original NMSA/NCATE-Approved Teacher Education Curriculum Guidelines"; (2) "Revised NMSA/NCATE-Approved Teacher Education Curriculum

Proficiency; *Eastern New Mexico University

The DATAWave is a bi-weekly publication of the Assessment Resource Office (ARO) at Eastern New Mexico University (ENMU). Its purpose is to inform the campus community and broader constituencies on assessment issues and practices at ENMU. The seven issues of winter and spring 1996 cover the following topics: (1) a preview of ARO activities, Academic Outcomes Assessment Plans, the New Mexico higher education assessment conference, and available research fundings and opportunities; (2) summary information from 1986 through 1992 on the College Outcomes Measurement Program (COMP) at EMU, which assesses the general education program through student outcomes; (3) summary information for the Collegiate Assessment of Academic Proficiency (CAAP), which replaced the COMP in 1993; (4) student responses from focus groups and exit interviews used to evaluate university programs; (5) CAAP mathematics results; (6) information on student mathematics achievement from the American College Testing Program and other sources; and (7) CAAP Science Reasoning Test results. (Contains 14 figures.) (SLD)

ED 404 345 TM 026 083

Satterlee, Brian

International Partnership in Educational Evaluation: The NEWLO Project.

PUB DATE- Mar 96

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; Attitude Change; Daily Living Skills; Disadvantaged Youth; Educational Objectives; *Evaluation Methods; Foreign Countries; *Formative Evaluation; International Studies; Literacy Education; *Partnerships in Education; Program Development; Program Evaluation; Secondary Education; Technical Assistance; *Vocational Education

IDENTIFIERS- *Grenada

The Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) was formed to provide on-site, overseas technical assistance and training in health, agriculture, social services, and education. This paper reports on the beginnings of an evaluation of the New Life Organization (NEWLO), a vocational training institute in Grenada, West Indies, evaluated by a consultant from FAVA/CA. NEWLO provides vocational, attitude adjustment, literacy, and life skills training to disadvantaged youth in Grenada. The NEWLO evaluation project was used to develop, implement, and evaluate an institutional evaluation process. NEWLO staff will be able to assess the effectiveness of the education the project provides its students and will form closer ties with those who employ its graduates. NEWLO will also be able to demonstrate accountability to stakeholders and to show that it supports the published national goals for education in Grenada. Attachments include summaries of interviews with public officials in Grenada, an outline of the formative evaluation and program review process planned, an evaluation questionnaire, and the vocational program review survey for participants. (SLD)

ED 404 346 TM 026 086

Newman, Carole; And Others

Student-Maintained Portfolios and Peer Mentoring as a Means of

It takes into account programs that reside in Federal agencies other than the Department of Education if they have significant educational components. Federal support for education, excluding estimated Federal tax expenditures was an estimated $96.4 billion in fiscal year (FY) 1996, an increase of $33.6 billion, or 54%, since FY 1990. After adjustment for inflation, Federal support for education increased 29% between FY '90 and FY '96. In FY '96, on-budget Federal funds for education programs were estimated to be $70.9 billion, an increase of 37% since FY 90 in current dollars or an increase of 15% after being adjusted for inflation. Off-budget support and nonFederal funds generated by Federal legislation were estimated at $25.6 billion, an increase of 92% in constant dollars since FY '90. Between FY '90 and FY '96 funds for elementary and secondary education increased 34% in constant dollars. Over 58% of Federal education support, excluding estimated Federal tax expenditures, went to educational institutions in FY '96. The estimated share of expenditures of educational institutions declined from 14% in FY '80 to 10% in FY '90, but rose to 11% in FY '96. Six appendixes present detailed tables of expenditures. (Contains nine tables, six appendix tables, and three figures.) (SLD)

ED 404 365 TM 026 450

Perie, Marianne; And Others
International Education Indicators: A Time Series Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Demography; *Developed Nations; Economic Factors; Educational Finance; Educational Objectives; *Educational Policy; Educational Trends; Elementary Secondary Education; *Enrollment; Expenditures; Foreign Countries; Higher Education; *International Education; International Studies; Labor Market; *Outcomes of Education
IDENTIFIERS- *Educational Indicators; Organisation for Economic Cooperation Development; Time Series Analysis

Educational issues across the different member countries of the Organization for Economic Cooperation and Development (OECD) are compared in this report. The OECD is made up of 26 developed countries. The indicators used in this analysis cover the years 1985 to 1991, a 7-year time series to study trends in policy. The indicators in this report provide data on how close the United States is to meeting its own educational goals defined in the National Education Goals of 1990, as well as how the country compares to other nations. Highlighted in the report are the basic components of education, including enrollment, expenditures, and outcomes. By examining economic and demographic characteristics, the education system of each country is placed in its proper context. The 12 indicators are grouped into 5 sections: (1) the social and economic context of education; (2) participation in education; (3) human and financial resources; (4) system outcomes; and (5) labor market outcomes. Most countries showed increases in educational participation, enrollment in tertiary education, expenditures on public education, expenditures per student, and first degree graduation rates. However, the percentage of graduate degrees awarded in most OECD countries in the sciences dropped overall awareness of developmentally appropriate practices and the importance of play, but this increased awareness did not change the expectations of parents regarding academic competence in preschoolers, and their academic expectations remained higher than was appropriate for preschool children. The social studies curriculum that was implemented addressed the cultural awareness of the students in a developmentally appropriate way. Parents and staff members endorsed the program's strategies. The 17 appendixes include sample surveys and discussions of developmentally appropriate behavior and practice. (Contains 16 references.) (SLD)

ED 404 384 UD 031 491

Clarke, Mark A.; And Others
High Achieving Classrooms for Minority Students: A Study of Three Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Environment; *Elementary School Students; *High Achievement; Instructional Effectiveness; Intermediate Grades; Literacy; *Minority Groups; *Social Environment; Student Motivation; *Teacher Effectiveness; Teaching Methods

This paper reports on the latest phase of a multiyear interdisciplinary research project aimed at describing the characteristics of highly successful classrooms for minority students. The first phase was a study of literacy instruction in 40 4th and 5th grade classrooms in Denver (Colorado) schools. This study provides a detailed explanation of the classrooms of three teachers identified in that study whose students consistently performed higher on measures of literacy than would have been predicted by pretests and background variables. Classes were observed and videotaped at the beginning of the school year and at intervals throughout the year. Interviews were conducted with the three teachers and selected students and parents. Achievement test scores, grades, and four measures of student achievement and attitude developed by the researchers were obtained. Analysis of these outcome measures confirmed the teachers' success and observation of the classrooms provided evidence of their success in motivating students. The study points to the importance of looking at classrooms as social microcosms. Each teacher stressed reading and writing, but teaching method and materials did not explain their success. Their philosophies were different, as were their instructional activities, but the success of each classroom lay in the construction of a coherent social environment anchored around values that gave a strong sense of meaning and purpose. Results reaffirm that teaching is a highly personal and human endeavor. (Contains 4 tables and 47 references.) (Author/SLD)

ED 404 385 UD 031 492

Stull, William; Goetz, Michael
Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

minority enrollment have less to spend than low minority districts, and how this relationship changes when considered in terms of educational buying power rather than actual dollars. Educational buying power means actual dollars expressed in a way that reflects differences in the relative costs of providing educational services by accounting for cost of living differences and differences in the educational needs of students. Districts with the highest percentage of minority students spend the most on public education, but when spending is considered in terms of buying power, the districts with the highest percentage of minority students actually spent the least. If race is considered simultaneously with other variables related to district spending, race does not appear to be a factor in lower levels of buying power in high minority districts. These results illustrate some of the difficulties involved in attempting to measure the equity of educational expenditures. (Contains three figures and seven references.) (SLD)

ED 404 405 UD 031 514

Scuccimarra, Dave; Woodbury, Eileen
Supporting At-Risk Students. A Creative Team Approach.
PUB DATE- 96
NOTE- 26p.; Workshop presented at the Annual Meeting of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Behavior Patterns; Dropouts; Elementary Secondary Education; *High Risk Students; *Interdisciplinary Approach; Program Descriptions; Program Implementation; *Social Support Groups; Student Attitudes; *Teamwork
IDENTIFIERS- Case Management; *School Based Services; Screening Procedures; *Student Support Teams

The Student Support Team (SST) is a school-based interdisciplinary team designed to maximize the resources and support available to teachers, students, and parents. This presentation describes its approach and operation. The SST attempts early identification of students at risk for school failure due to any combination of poor academic performance, educational needs, and dysfunctional behaviors including the potentially self-destructive behaviors of alcohol, tobacco, and other drug use. The SST incorporates the functions of a number of programs such as screening, identification, crisis management, and student assistance. Members include an administrator, who usually acts as chairperson, pupil services staff, and representative teachers. The case management model that is developed is one of "request for assistance," "problem solving," and "intervention." Student performance outcome goals are to increase attendance, academic performance, and behavior that is appropriate to the learning environment, while decreasing suspensions, time-outs, and dropouts. Sample forms for use by an SST are attached. (Contains two figures.) (SLD)

ED 404 406 UD 031 516

Siu, Sau-Fong
Asian American Students At Risk: A Literature Review. Report No. 8.

With this colonial heritage and burden, Hong Kong prepares to join China in 1997. Although education in Hong Kong carries many burdens from the past, it also has transformative power for the future through the training of leaders, the promotion of Hong Kong Chinese cultural identity, and the socialization of a new citizenry for Hong Kong as part of the People's Republic of China. The 13 essays in this collection explore education in Hong Kong as a legacy of the past and force for the future. The first part of the collection provides an overview of Hong Kong education in its social context. Part 2, "Education and Politics," considers the political dimensions of change and education. Part 3 explores education and social stratification in Hong Kong, and Part 4 discusses two major educational issues for the former colony: the language of education and the emigration of talented individuals. In Part 5, various aspects of education in Hong Kong and in the People's Republic are compared and contrasted. Appendixes present schematics explaining the educational system of Hong Kong and its policymaking and administrative bodies, a chronological framework of the educational systems and of important documents regarding Hong Kong's education, and a comparison of the educational systems of the People's Republic of China and Hong Kong. (Contains 20 tables and 392 references.) (SLD)

ED 404 426   UD 031 548

Crawford, Donna; Bodine, Richard
Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
PUB DATE- Oct 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; *Juvenile Justice; Peace; Problem Solving; Program Development; Program Implementation; Social Cognition; Teaching Methods; *Youth Programs
IDENTIFIERS- *Peace Education

This guide was developed for educators, juvenile justice practitioners, and others in youth-serving organizations to increase awareness of conflict resolution education and its potential for the peaceful settlement of disputes. Conflict resolution programs can help schools promote both the individual behavior changes necessary for responsible citizenship and the systemic change necessary for a safe learning environment. The guide is designed to provide sufficient information and tools to initiate the development of comprehensive youth-centered conflict resolution programs. Chapter 1, "Understanding Conflict Resolution," defines conflict as a natural condition and presents the essential principles of conflict resolution. Each of the next four chapters discusses one of the following approaches to conflict resolution: (1) the process curriculum approach; (2) the mediation program approach (peer or other mediation); (3) the peaceable classroom approach; and (4) the peaceable school approach, a comprehensive whole-school approach. The next two chapters address conflict resolution in juvenile justice settings and in parent and community initiatives. The final are a consideration. In conclusion, four questions are provided to stimulate discussion. The schools profiled are Ala Wai Elementary School (Honolulu, Hawaii), Kimball Elementary School (Seattle, Washington), Newport Heights Elementary School (Bellevue, Washington), Nursery Road Elementary School (Columbia, South Carolina), Phantom Lake Elementary School (Bellevue, Washington), Shepard Accelerated School (St. Louis, Missouri), and Westridge Elementary (Provo, Utah). A list of contacts in the schools is provided. Contains references. (JLS)

ED 404 306 SP 036 991

Hecht, Jeffrey B.; And Others
Professional Development School 1995-96. A Research Report.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Development; Program Effectiveness; Questionnaires; Student Teachers; Student Teaching; Tables (Data); *Teacher Attitudes; Teacher Collaboration; Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Illinois State University; *Wheeling School District 21 IL

During the 1994-95 academic year, faculty and administrators in the College of Education at Illinois State University (ISU) (Normal, Illinois) along with teachers and administrators from the Community Consolidated School District 21 (Wheeling, Illinois) began discussions to establish a Professional Development School (PDS). In August 1995, 32 ISU elementary education majors were placed at school sites where they would receive their final education courses and participate in day-to-day classroom activities under the direction of a mentor teacher. A study was undertaken to gauge the effect of the PDS program on the various participant groups. PDS participants were compared against traditional teacher education program participants on a 150-item questionnaire covering 8 areas of teaching and teacher preparation and on an open-ended questionnaire. Results from these data found that the PDS effort was generally successful in inculcating the ISU students into the profession of teaching. Although student and mentor opinions were generally similar, some statistically significant differences suggested that elements of this PDS program had a positive influence in the perceptions of students and mentor teachers. The study also raised some critical issues for future consideration. These include the problems of distance and traveling time between the university and the participating district, ways to improve communication, student and faculty workloads, and ways to provide similar experiences for on-campus students. Seventeen tables of survey data and the questionnaire are appended. (Contains 37 references.) (JLS)

ED 404 307 SP 037 027

Smith, Bonnie; And Others
Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- 96

Guidelines"; and (3) "Comparison of the Original and Revised NMSA/NCATE-Approved Teacher Education Curriculum Guidelines." (Contains 52 references.) (ND)

ED 404 326 SP 037 157

Lustig, Keith
Portfolio Assessment. A Handbook for Middle Level Teachers.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Methods; *Informal Assessment; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Student Relationship; *Portfolio Assessment; *Student Evaluation; Teacher Student Relationship
IDENTIFIERS- *Authentic Assessment; *Middle School Teachers

This guide for creating, instituting, and maintaining assessment portfolios is a professional resource intended for teachers seeking a realistic and manageable approach to implementing one aspect of authentic assessment--portfolios. The guide explains the philosophy of portfolio assessment and the benefits of using a portfolio system as a tool to create alternative and more authentic assessment, and includes practical advice about creating and using such a system and sample forms and examples from actual classroom portfolios. Specific chapters address: the difference between grading and evaluation; the four S's of assessment--students, style, subject, and space; the assessment portfolio model; establishing a plan; introducing and evaluating portfolios; conferencing; the interdisciplinary connection; and common questions and answers. (ND)

ED 404 327 SP 037 158

Andrews, Sharon Vincz
Limited Democracy: Voice and Choice in the Language Methods Class.
PUB DATE- Nov 96
NOTE- 20p.; Roundtable presentation at the Annual Meeting of the National Council of Teachers of English (Chicago, IL, November 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Language Arts; *Methods Courses; Preservice Teacher Education; *Reflective Teaching; Theory Practice Relationship
IDENTIFIERS- *Reflective Practice

This paper discusses "Doing Theory in the Methods Class: Focused Reflection," a chapter from the book "Whole Language Voices in Teacher Education" edited by Kathryn F. Whitmore and Yetta Goodman. The book chapter focuses on guided classroom reflection as a key element in the education of preservice teachers, exploring whether teacher educators demonstrate reflective practice in their courses. Two aspects of teacher education courses in language arts specifically designed to demonstrate reflective strategies for teaching and learning are discussed: the literature on reflectivity in learning, and

Empowering and Motivating Students: Unexpected Outcomes.
PUB DATE- Feb 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Elementary School Students; English (Second Language); *Evaluation Methods; Intermediate Grades; Junior High Schools; Junior High School Students; *Limited English Speaking; Longitudinal Studies; *Mentors; *Peer Relationship; *Portfolio Assessment; Portfolios (Background Materials); Qualitative Research; Second Language Instruction; Self Evaluation (Individuals); Student Evaluation; Teaching Methods
IDENTIFIERS- Student Engagement

The development of oral language and literacy skills and the development of portfolio management strategies to assess these skills is reported. Data are from a longitudinal study involving sixth and seventh grade students in an English as a Second Language (ESL) urban middle school classroom. Portfolios were originally introduced to 13 sixth graders in 1994, and by fall of 1995 the population of the portfolio study had grown beyond the original students of limited English proficiency (LEP) to 30 sixth and seventh grade LEP students. The teacher and researchers collaborated in development an efficient portfolio management system that relied on four management tools: Goal Cards, a time management sheet, a learning log, and a self-evaluation checklist called the Friday Progress Report. The on-site researcher and the teacher maintained journals to record their modifications of the system. An attitude survey completed by students illustrated their views about the process and developing skills. Qualitative evaluation data came from the teacher and researcher, student reflections, teacher observations, and student dialogue journals. Evaluation results indicate that the portfolio management system has been largely successful in helping students become involved and in assessing their progress. (Contains 45 references.) (SLD)

ED 404 347   TM 026 100

Thompson, Bruce
The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.
PUB DATE- 8 Nov 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Correlation; Heuristics; *Mathematical Models; Scores; Self Concept; *Structural Equation Models
IDENTIFIERS- *Confirmatory Factor Analysis; Linear Models; *Structure Coefficients

A general linear model (GLM) framework is used to suggest that structure coefficients ought to be interpreted in structural equation modeling confirmatory factor analysis (CFA) studies in which factors are correlated. The computation of structure coefficients in explanatory factor analysis and CFA is explained. Two heuristic data sets are used to make the between 1985 and 1991. An attachment contains supplemental notes and tables. (Contains 12 tables, 4 supplemental tables, and 16 figures.) (SLD)

ED 404 366 TM 026 451

Berends, Mark; Koretz, Daniel
Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Context Effect; Ethnic Groups; *Minority Groups; National Surveys; *Racial Differences; Scores; Secondary Education; *Social Influences; Student Characteristics; *Test Results; Test Use
IDENTIFIERS- High School and Beyond (NCES); *National Assessment of Educational Progress; National Education Longitudinal Study 1988; Self Report Measures

This paper investigates the adequacy of the National Assessment of Educational Progress (NAEP) for taking into account dissimilarities in students' family, school, and community contexts when reporting test score differences among population groups (i.e., racial and ethnic minorities). This question was addressed by comparing the NAEP to other representative data for grades 8 and 12 from the National Education Longitudinal Survey (NELS) and High School and Beyond (HSB), studies that contain richer social context measures. These analyses show that the NAEP lacks a number of important social context measures and that the equality of some (but by no means all) of NAEP's measures is low because of reliance on student self-reports and other unreliable data sources. These weaknesses of the NAEP have important practical implications. Compared to HSB and NELS, the NAEP usually overestimates the achievement differences between students who come from different population groups but similar social contexts. However, at the secondary school level at which these analyses were conducted, these overestimates reflect primarily the NAEP's lack of important measures rather than its reliance on student self-reports. (Contains 12 figures, 2 tables, and 53 references.) (Author/SLD)

ED 404 367 TM 026 452

Haertel, Edward H.
Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 29 Oct 91
NOTE- 16p.; Some marginally legible text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; National Surveys; *Psychometrics; *Scaling; *Scores; *Test Results; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment Governing Board of Educational Progress has recently adopted the position that the National Assessment

PUB DATE- 95
NOTE- 9p.; The article first appeared in "Atlantic Economics Society Best Papers Volume," 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; *Educational Attainment; *Employment Patterns; High Schools; *Inner City; *Labor Market; Longitudinal Studies; National Surveys; Reentry Students; Student Attitudes; *Urban Youth
IDENTIFIERS- High School and Beyond (NCES); *Resilience (Personality)

This report provides statistical evidence that presents a picture at variance with the conventional portrayal of inner city youth. Using data from a national longitudinal study of high school students, the High School and Beyond survey, the study shows that young people display more resilience than they are usually given credit for. Comparison of the employment and education profiles of inner-city and non inner-city students over a 6-year time period beginning with the second semester of the high school sophomore year shows that inner city youth get off to a slow start in comparison with their noninner city counterparts with respect to certain broad measures of labor market and school success, but then catch up to a significant degree in the early years after high school. These results do not support the conventional wisdom that predicts irreversible and increasing despair among inner city adolescents as they leave high school and enter the "real world." Dropouts tend to return to school, and the unemployed tend to find jobs. (SLD)

ED 404 386 UD 031 493

Yancey, William L.; And Others
Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Community Characteristics; Elementary Secondary Education; Metropolitan Areas; *Neighborhoods; *Public Schools; *Racial Segregation; Residential Patterns; *Student Characteristics; *Urban Schools
IDENTIFIERS- *Philadelphia School District PA

The relationship between the educational character of Philadelphia's public schools (Pennsylvania) and the communities in which they are embedded was studied using information from the 1990 Federal Census and the city's police and health departments. The characteristics of the city's neighborhoods are described, and schools are located in their social and economic contexts by identifying the specific neighborhoods associated with student populations. The characteristics of the neighborhoods represented in each school are summarized for each school and related to the academic success of the students. The major finding is the straightforward conclusion that Philadelphia is a city of extremes. It is residentially segregated by race and class. Some areas of the city are the home of affluent families. They are relatively healthy and safe places to live. In contrast, other areas are characterized by high rates of poverty, drug offenses, violent crimes, and epidemics of disease. The public

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Failure; *Asian Americans; Educational Background; Elementary Secondary Education; *High Risk Students; *Intervention; Language Minorities; Self Efficacy; *Student Characteristics
IDENTIFIERS- *Asian American Students

This literature review assesses the state-of-the-art in research on Asian American students in public schools who are at risk of academic failure. Risk factors examined are language background, ability, history of schooling, timing and reasons for coming to the United States, emotional trauma and vulnerability, ethnic group affiliation, identity, motivation, and sense of self-efficacy. Interventions are examined that are designed exclusively for Asian American students or include Asian American participants. The review does not focus on high-achieving students and generally does not deal with Japanese American and Asian Indian students, who are not, as a group, at risk of school failure. The review consists of seven sections: (1) "Introduction"; (2) "Background Information on Asian Americans"; (3) "Asian American Students in the Public Schools"; (4) "Factors that Place Asian American Students at Risk"; (5) "Intervention"; (6) "An Assessment of the Literature"; and (7) "Conclusion." (Contains 264 references.) (SLD)

ED 404 407 UD 031 517

Rodriguez, Eleanor Renee; Bellanca, James
What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Assessment; Educational Objectives; *Educational Practices; Educational Research; Elementary Secondary Education; Teacher Effectiveness; Teaching Methods; Urban Education; Urban Schools; *Urban Teaching
IDENTIFIERS- Authentic Assessment; Mediated Learning Experience; Multiple Intelligences

This book focuses on research conducted in the last 20 years that shows what urban teachers can do to add new knowledge and skills to their repertoire of teaching so that students can increase their own achievement. Dedicated to the idea that all children can learn, it provides hundreds of practical educational strategies. Some approaches that are described will require more practice and support over a longer period, but others can be implemented immediately. Case studies and sample lessons for all grades and subject areas make it easy to use strategies for applying multiple intelligences, authentic assessment, and mediated learning. Strategies are grouped into these chapters: (1) "High Expectations"; (2) "Intentionality and Reciprocity"; (3) "Meaning"; (4) "Transcendence"; (5) "Self-Regulation and Control of Behavior"; (6) "Competence"; (7)

three chapters consider research on conflict resolution, developmentally appropriate practices, and conflict resolution program development and implementation. Nine appendixes offer a variety of resources for establishing conflict resolution education programs, including lists for further reading, a glossary, sample forms, and a strategic program plan. (SLD)

ED 404 427 UD 031 549

Fair, Bryan K.
Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
PUB DATE- 97
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; Court Litigation; *Disadvantaged Youth; *Educational Opportunities; *Equal Education; Equal Opportunities (Jobs); Personal Narratives; *Racial Balance; Racial Bias; Racial Discrimination; *Reverse Discrimination; Selective Admission; United States History; Urban Youth

This book is a defense of remedial affirmative action and an assertion that it is a policy that is a fair and workable solution to the chronic problem of racial caste in the United States. The personal narrative of the author, eighth of 10 children born to a single mother on public assistance, is combined with the discussion of American history and legal precedent to support affirmative action. The significance of race and racial caste in the life of the author, who became a professor of constitutional law, and the historical and constitutional legitimacy of remedial affirmative action are explored. Race-based remedial affirmative action promotes racial opportunity and inclusion, both of which are still lacking in the United States. Affirmative action helped the author move out of the ghetto of his childhood through the educational opportunities it provided. It is asserted that it took black people more than three centuries to persuade white Americans to eliminate official white supremacy, but it has only taken a few whites two decades to recast history and convince the Supreme Court that race-based remedial affirmative action must be eliminated. Policies that are color blind will extend white privilege into the next century. (SLD)

ED 404 428 UD 031 550

Phillips, Norma Kolko, Ed.; Straussner, Shulamith Lala Ashenberg, Ed.
Children in the Urban Environment. Linking Social Policy and Clinical Practice.
PUB DATE- 97
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Disadvantaged Youth; Educational Practices; Elementary Secondary Education; Homeless People; *Immigrants; Juvenile Gangs; Low Income Groups; Poverty; *Public Policy; Runaways; *Social Problems; Urban Problems; *Urban Youth; Violence

The 12 chapters of this volume offer a comprehensive portrait of

NOTE- 471p.; Package includes two videotapes (not available from EDRS): "Using Video To Enhance Understanding of Human Growth and Development" and "Breaking Barriers, Meeting Challenges."
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Audiovisual Instruction; *Computer Uses in Education; Curriculum Development; Distance Education; Early Childhood Education; *Educational Technology; Elementary Secondary Education; Higher Education; Internet; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; *Telecommunications; Videotape Recordings
IDENTIFIERS- *Video Technology; *Western Illinois University

This collection of 21 booklets about the Western Illinois University (WIU) model for teacher education, centered on principles of instructional designs, targets five technologies: computer applications, telecommunications, distance learning, interactive multimedia, and instructional video. Teacher competencies are specified for instructional design and the five targeted technologies; they are achieved through core and content-based modules. After an extensive overview, "Breaking the Barriers, Meeting Challenges," core modules include: (1) "Using the Computer to Enhance Teacher Productivity"; (2) "Telecommunications for the K-12 Classroom"; (3) "Distance Education in the K-12 Classroom"; (4) "Interactive Multimedia for the Classroom"; (5) "Instructional Video Production for the K-12 Classroom"; and (6) "Planning for Effective Technology Integration." The 12 content-based modules are: (1) "Technology Applications in the K-8 Science Classroom"; (2) "Teaching Social Studies with Historic Landmarks"; (3) "Electronic Resources for Teaching Secondary Social Studies"; (4) "Integrating Technology into Early Childhood Thematic Teaching"; (5) "Using Technology To Enhance Parent/Community Involvement"; (6) "Producing and Integrating Instructional Video"; (7) "Early Childhood Behavioral Assessment"; (8) "Exploring Planning Approaches for Teaching Thematically"; (9) "Your First Trip on the Internet"; (10) "Using Video To Enhance Understanding of Human Growth and Development"; (11) "Electronic Searching for Children's Literature Resources"; and (12) "Microteaching, Reflective Processing, and Video: A Metacognitive Twist." A program overview, a booklet for each module, a faculty support booklet, description and illustrations of equipment and infrastructure, and two videos are packaged in a file box. (ND)

ED 404 308 SP 037 030

Newman, Carole; And Others
Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.
PUB DATE- Oct 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers;

course overviews and their relation to data collection and analysis. Then, the emergent themes in those data and implications for reflective teacher education are examined. The paper also looks at some new aspects of course reflection which have contributed to greater ownership of the courses by students; critical feedback for the professor; immediate negotiation of course content/methods; increased opportunities for voice and choice among students; and outstanding course evaluations. Two appendixes provide a set of protocols for reflection strategies and a sample feedback sheet. (Contains 21 references.) (ND)

ED 404 328 SP 037 159

Merryfield, Merry M., Ed.; And Others
Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
PUB DATE- 97
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; College School Cooperation; Cultural Pluralism; Curriculum Development; Earth Science; Faculty Development; *Global Education; Higher Education; Intercultural Communication; *International Studies; *Multicultural Education; *Preservice Teacher Education; *Resource Materials; Secondary Education; Student Teaching; *Teacher Education Curriculum

This book provides a conceptual framework that encourages exploration of global perspectives; it provides teacher educators with a guide for establishing goals, objectives, rationale, and a working definition for global education. The chapters are: (1) "A Framework for Teacher Education in Global Perspectives" (Merry M. Merryfield); (2) "Earth Systems Education: A Case Study of a Globally Oriented Science Education Program" (Victor J. Mayer); (3) "Teachers' Perspectives on School/University Collaboration in Global Education" (Timothy Dove, James Norris, and Dawn Shinew); (4) "Cross-Cultural Experiences in Teacher Education Courses: Reflections and Advice from American and African Teachers" (Cynthia Tyson, Patricia L. Benton, Barbara Christenson, Anku Gollah, and Ousmane Mamourne Traore); (5) "Assessing Teachers for Learner-Centered Global Education" (Giselle O. Martin-Kniep); (6)"Student Teaching Overseas" (Craig Kissock); (7) "Infusing Global Perspectives Throughout a Secondary Social Studies Program" (Angene H. Wilson); (8) "Professional Development in Global Education" (Jane A. Boston); (9) Building Faculty Commitment for Global Education" (Roland Case and Walter Werner); and (10) "The Dean's Role in Infusing Global Perspectives Throughout a College of Education" (Elaine Jarchow). The appendix contains: "Global Education Infoguide" (Sarah Pickert)--an extensive list of references, bibliographies, electronic resources, organizations, and funding resources. Chapters also contain references. (JLS)

ED 404 329 SP 037 161

Mamchur, Carolyn
Cognitive Type Theory & Learning Style, A Teacher's Guide.

discussion concrete, illustrating the calculation of pattern and structure coefficients in LISREL CFA studies investigating scores on ability batteries. The benefits from using CFA structure coefficients are illustrated using two additional studies. One involves nine ability variables from a previous CFA study, and the other involves a self-concept model tested in a study by B. M. Byrne (1989). (Contains 6 tables and 28 references.) (Author/SLD)

ED 404 348 TM 026 105

Timm, Neil H.
Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.
PUB DATE- Aug 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equations (Mathematics); *Mathematical Models; *Multivariate Analysis
IDENTIFIERS- *Full Rank Linear Model; *Repeated Measures Design; Statistical Analysis System

Hypotheses that do not have the standard bilinear form theta=CBM=0 occur naturally in the analysis of repeated measurement designs. An expanded class of the tests of the form psi=Tr(G theta)=0, called extended linear hypotheses, provides a richer class of parametric functions. A method to analyze double multivariate and mixed multivariate models (MMM) using the Statistical Analysis System (SAS) is demonstrated. The analysis is extended to extended hypotheses, and a new approximate test of extended linear hypotheses for MMM designs is developed that does not require multivariate sphericity, but only a general Kronecker structure. Two appendixes provide SAS programs for these methods. (Contains 4 tables and 26 references.) (SLD)

ED 404 349 TM 026 107

Thompson, Bruce; Melancon, Janet G.
Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
PUB DATE- Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Statistical Distributions; *Structural Equation Models; *Test Construction
IDENTIFIERS- *Confirmatory Factor Analysis; Item Parcels; Personal Preferences Self Description Quest; *Testlets

This study investigated the benefits of creating item "testlets" or "parcels" in the context of structural equation modeling confirmatory factor analysis (CFA). Testlets are defined as groups of items related to a single content area that is developed as a unit. The strategy is illustrated using data from the administration of the Personal Preferences Self-Description Questionnaire (PPSDQ-78). Testlets or item "parcels" were empirically created by combining items to create of Educational Progress (NAEP) should employ within-age scaling whenever feasible. The NAEP Technical Review panel (TRP) has studied the issue at some length, and reports on it in this analysis. The first section reviews the evidence concerning the tenability of the psychometric assumptions underlying cross-age (vertical) scaling, and considers whether NAEP trends or comparisons would appear materially different if within-age scaling were applied to existing NAEP data. The second section reviews the possible implications of a shift to within-age scaling for the design of the NAEP objectives frameworks and exercise pools. The third and final section relates cross-age versus within-age scaling to the substantive interpretations and policy implications supported by NAEP data. The panel concludes that in general, if one accepts the premise that cross-age scales are valid and useful, then NAEP cross-age scales are not technically flawed in any obvious ways. However, analyses suggest that cross-age scale comparisons are largely flawed and unhelpful. Overall, the report supports the recent decision of the National Assessment Governing Board to use within-age scales when feasible. (SLD)

ED 404 368   TM 026 454

Barron, Sheila I.; Koretz, Daniel M.
An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 20 Dec 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Educational Trends; Elementary Secondary Education; Error of Measurement; *Estimation (Mathematics); Ethnic Groups; *Minority Groups; *Racial Differences; *Robustness (Statistics); Sample Size; *Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

Recent changes in the National Assessment of Educational Progress (NAEP) that lead to its division into a trend assessment and a main assessment jeopardize the information the NAEP can provide about trends, especially the trends for racial and ethnic groups. This study for the Technical Review Panel addressed whether the trend assessment provides overly error-prone estimates for population groups and whether estimates are substantially different than those that would have been obtained had the trend assessment more closely resembled the main assessment. Data from the trend assessment for all its years of administration through 1992 and from the 1984 and 1992 main assessments were used, along with Census data. The combination of smaller samples and the lack of oversampling of minorities results in extremely large confidence intervals for Black and Hispanic means for the trend assessment. To explore systemic differences between the trend and main assessments, differences in the method used to identify minority students, the use of age-defined rather than grade-defined samples, and differences on content and format were studied. Both the (large) differences in ethnic classification and the use of age-defined samples appear to have erratic effects on trend lines, but differences in format and content have little impact. The findings are uncertain primarily because of the large standard schools embedded in these different communities exhibit different levels of educational success. Much of this difference may be attributed to the differences in the communities in which schools are embedded. (Contains 9 tables, 4 illustrations, and 21 maps.) (SLD)

ED 404 387 UD 031 494

Marvis, Barbara J.
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
PUB DATE- 97
NOTE- 96p.; For Volumes I-III, see ED 389 797-799. For Volumes V and VI, see UD 031 495 and UD 031 496.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biographies; Childrens Literature; *Cultural Awareness; Hispanic American Culture; *Hispanic Americans; Intermediate Grades; *Minority Groups; Secondary Education; *Spanish Speaking
IDENTIFIERS- *Latinos

The term "Hispanic" is an umbrella term that encompasses people from many nationalities, all races, and many social and cultural groups. Hispanics are also collectively called Latinos. The biographies in this series represent the diversity of Hispanic heritage in the United States. The people featured are contemporary figures of differing national origins with careers and contributions that cover many aspects of American life. This volume contains biographical sketches of: (1) Selena Quintanilla Perez, the popular singer from Texas who died in 1995; (2) Robert Rodriguez, film writer, director, and producer; (3) Josefina Lopez, playwright, actress, writer, and director; and (4) Alfredo Estrada, Cuban-American publisher of "Hispanic" magazine. The books in this series are designed with an interest level for grades 4 to 10, and a reading level of about grade 5. (SLD)

ED 404 388 UD 031 495

Marvis, Barbara J.
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
PUB DATE- 97
NOTE- 96p.; For Volumes I-III, see ED 389 797-799. For Volumes IV and VI, see UD 031 494 and UD 031 496.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biographies; Childrens Literature; *Cultural Awareness; Hispanic American Culture; *Hispanic Americans; Intermediate Grades; *Minority Groups; Secondary Education; *Spanish Speaking
IDENTIFIERS- *Latinos

The term "Hispanic" is an umbrella term that encompasses people from many nationalities, all races, and many social and cultural groups. Hispanics are also collectively called Latinos. The biographies in this series represent the diversity of Hispanic heritage in the United States. The people featured are contemporary figures of differing national origins with

"Sharing Behavior"; (8) "Individuation"; (9) "Goal Planning"; (10) "Challenge"; and (11) "Self-Change." (Contains 73 references.) (SLD)

ED 404 408 UD 031 518

Rogers, Theresa, Ed.; Soter, Anna O., Ed.
Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; Homosexuality; *Literature; *Multicultural Education; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Student Engagement

Stories of actual classrooms and the ways teachers teach a variety of texts illustrate that literature can be a catalyst for engaging students in critical discussions and eliciting multiple perspectives and voices in pursuit of understanding. The following selections are included: (1) "Negotiating the Meaning of Differences: Talking Back to Multicultural Literature" (Patricia E. Enciso); (2) "Re-Visioning Reading and Teaching Literature through the Lens of Narrative Theory" (William McGinley and others); (3) "Students' Resistance to Engagement with Multicultural Literature" (Richard Beach); (4) "No Imagined Peaceful Place: A Story of Community, Texts, and Cultural Conversations in One Urban High School English Classroom" (Theresa Rogers); (5) "Multiplicity and Difference in Literary Inquiry: Toward a Conceptual Framework for Reader-Centered Cultural Criticism" (Mary Beth Hines); (6) "Exploring Multicultural Literature as Cultural Production" (Arlette Ingram Willis); (7) "Reflections on Cultural Diversity in Literature and in the Classroom" (Laura E. Desai); (8) "Out of the Closet and onto the Bookshelves: Images of Gays and Lesbians in Young Adult Literature" (Mari M. McLean); (9) "Reader-Response Theory and the Politics of Multicultural Literature" (Mingshui Cai); and (10) "Reading Literature of Other Cultures: Some Issues in Critical Interpretation" (Anna O. Soter). Each chapter contains references. (SLD)

ED 404 409 UD 031 521

Dawtrey, Liz, Ed.; And Others
Equality and Inequality in Education Policy.
PUB DATE- 95
NOTE- 314p.; This is the second in a set of three readers prepared for a module, "Gender Issues in Education: Equality and Difference," in the Open University's (England) Master's degree in Education program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational History; *Educational Policy; *Elementary Secondary Education; *Equal Education; Foreign Countries; Government Role; *Minority Groups; Public Policy; *Racial Discrimination; Sex Differences; Sexuality; Social Problems; Special Needs Students; Teacher Education
IDENTIFIERS- New Zealand; *United Kingdom

The articles in this reader provide a review of the history of education policy in relation to issues of equality and today's children and their challenging urban environments. The opportunities and obstacles that confront children are examined in detail, and key social problems are discussed in the following contributions: (1) "Growing Up in the Urban Environment: Opportunities and Obstacles for Children" (Norma Kolko Phillips); (2) "Children Living in Poverty" (Gladys Gonzalez- Ramos); (3) "Immigrant Children in the United States" (Graciela M. Castex); (4) "Impact of Community and School Violence on Children" (Joel H. Straussner and Shulamith L. A. Straussner); (5) "Urban Youth Gangs" (Albert Riester and James Deegear); (6) "Urban Teen Parents" (Martha Roditti); (7) "Parent to Child Violence" (Neil Guterman); (8) "Children in Out-of-Home Placements" (Richard Holody); (9) "Children in Substance-Abusing Families" (Meryl Nadel and Shulamith L. A. Straussner); (10) "Children Affected by AIDS" (Barbara Dane); (11) "Children in Homeless Families" (Rivka Ausubel Danzig); and (12) "Urban Runaway Children: Sex, Drugs, and HIV" (Adele Weiner and Daniel Pollack). Each chapter contains references. (Contains two figures and two tables.) (SLD)

ED 404 429   UD 031 551

Jeffery, Roger, Ed.; Basu, Alaka M., Ed.
Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
PUB DATE- 96
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; Causal Models; Elementary Secondary Education; *Females; Foreign Countries; *Power Structure; Public Policy; *Social Change; *Womens Education
IDENTIFIERS- *Asia (South)

Most of the papers in this volume were presented at a workshop in New Delhi (India) in April 1993, although some revisions and additions are included. Presenting primary evidence from India, Pakistan, Sri Lanka, and Bangladesh and existing survey and census data, the papers in this collection explore interrelated issues of women's autonomy, female education, and fertility reduction in South Asia. The causal link between female education and fertility change has been assumed by policy makers but actually has a weak theoretical and empirical basis. These papers challenge the notion that there is a universal and causal relationship between the education of women and declining levels of fertility and that schooling enhances female autonomy. It seems that schooling has been associated with major changes in society that have affected the position of women and have been, in general, associated with increased female autonomy, but that these changes in themselves have not been enough to explain the dramatic fall in fertility. The linkage of female schooling to the decline in fertility seems to be part of a much wider change in the position of the individual and family within society. (Contains 11 figures, 79 tables, and 280 references.) (SLD)

ED 404 430   UD 031 552

Smith, Thomas J.; Jucovy, Linda Z.
AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96

Elementary Education; Higher Education; Participative Decision Making; *Partnerships in Education; Pilot Projects; Practicums; Preservice Teacher Education; *Professional Development Schools; *Program Development; Student Teachers; *Student Teaching; Teacher Collaboration; Urban Schools
IDENTIFIERS- *Barberton City School District OH; Goals 2000; Ohio (Summit County); *University of Akron OH

This paper describes a Goals 2000 project intended to redesign preservice teacher education, practicing teacher roles, and student learning experiences within a Professional Development School framework. The team includes teaching faculty from the University of Akron (Ohio) College of Education Department of Curricular and Instructional Studies, senior students in the elementary teacher education program, an assistant superintendent, principals and teachers from two urban elementary schools, and staff from the Summit (Ohio) County Educational Service Center-Technology Academy. The model for this project involves five components: structuring the collaborative; selecting the sites and participants; creating a shared vision; the intern/student teaching experience; and evaluation and dissemination. During the fall semester, interns spend two days a week with an assigned mentor-teacher. As interns become part of the class routine, they are encouraged to work with their mentor-teacher to design, deliver, implement, and evaluate models of new work. In the spring semester, the students engage in formal student teaching that includes an eight-week primary placement and an eight-week intermediate grade placement. The university faculty and grant coordinator remain on-site to develop relationships and to facilitate and teach classes on curriculum, evaluation, and professional issues. (JLS)

ED 404 309 SP 037 127

Larson, Lisa
Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
PUB DATE- Oct 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Beginning Teachers; Contracts; Elementary Secondary Education; *Personnel Policy; Probationary Period; *Public School Teachers; *State Legislation; Teacher Dismissal; *Teacher Employment; *Teacher Rights; *Teaching Conditions; Teaching Experience; Tenure
IDENTIFIERS- Experienced Teachers; *Minnesota

This information brief explains the State of Minnesota statutory provisions that affect the employment rights of K-12 public school teachers in Minnesota. It describes the required probationary period, the conditions of continuing employment for those teachers who successfully complete the probationary period, and the procedures that must be followed when terminating, discharging, or placing those teachers on unrequested leaves of absence. The statutory provisions differ for teachers in non-first class city schools and first class city schools (Minneapolis, St. Paul, and Duluth); these statutory provisions are listed in a chart at the end of the brief. (ND)

PUB DATE- 96
NOTE- 119p.; The appendix, entitled "OPTIONS: Determining Type Preference for Adolescents," contains a proprietary instrument that is not reproduced here.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; High School Students; *Learning Strategies; *Personality Measures; *Personality Traits; Secondary Education; Secondary School Teachers; Self Evaluation (Individuals); *Student Characteristics; Student Improvement; Teacher Effectiveness; Teaching Styles
IDENTIFIERS- *Myers Briggs Type Indicator

This guide provides a practical explanation of cognitive type theory and learning style that will help teachers meet students' needs and discover their own strengths as teachers and colleagues. The introduction provides an overview of the book from the perspective of a high school classroom teacher. Part One introduces the theory of psychological type preferences developed by Carl Jung and discusses the use of the Myers-Briggs Type Indicator in identifying people's preferences for extroversion, introversion, sensing, intuition, thinking, feeling, judging, and perceiving. These eight preferences are discussed in the context of teaching and learning. A case study accompanies the explanation of each preference and shows how that preference typically influences classroom practice. Part Two examines the issues arising from the study and application of type, including the dangers of labeling. The appendix includes a glossary and "OPTIONS," an instrument for determining type preferences for adolescents. (JLS)

ED 404 330 SP 037 162

Piburn, Michael D.; Middleton, James A.
Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
PUB DATE- Jan 97
NOTE- 26p.; Paper presented at the International Conference on Science, Mathematics and Technology Education (Hanoi, Vietnam, January 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Curriculum Development; Higher Education; Intermediate Grades; *Journal Writing; Junior High Schools; Mathematics Teachers; Middle Schools; Preservice Teacher Education; *Reflective Teaching; Science Teachers; Student Journals; *Student Teacher Attitudes; Student Teachers; Teaching Methods
IDENTIFIERS- Arizona; *Listserv Discussion Groups; Preservice Teachers

Teacher Education for Arizona Mathematics and Science (TEAMS) is a technology-based program for preparing scientists and mathematicians for a career in middle school teaching. The metaphor of "reflective practitioner" guided the design and delivery of this program. Students did not respond well to journal keeping and many failed to comply with the requirement. Because of opposition to journaling, the requirement was modified. At the same time, faculty, staff, and students score aggregates that could be subjected to CFA analysis. Augmenting analyses by creating testlets can provide more complete understanding regarding the quality of a structural model by altering the measurement model while leaving the structural model intact. The heuristic example of testlet creation involves responses by 422 undergraduates to the PPSDQ. Items were combined through five iterations to yield data that were progressively more normally distributed. Five appendixes present descriptive statistics for the five iterations. The creation of testlets or parcels is recommended whenever data depart substantially from the distributional assumptions of CFA. (Contains 5 tables and 26 references.) (Author/SLD)

ED 404 350 TM 026 114

Curry, Janice; And Others
Title I Best Practices Review 1995-96. Publication 95.06.
PUB DATE- Jun 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; Cooperation; Educational Change; *Educational Practices; Elementary Education; *Elementary School Teachers; Federal Legislation; *Instructional Leadership; Interviews; Parent Participation; Parents; Principals; Program Evaluation; Self Evaluation (Groups)
IDENTIFIERS- *Austin Independent School District TX; *Improving Americas Schools Act 1994 Title I

Four Title I schoolwide programs in the Austin Independent School District (Texas) at the elementary school level were selected for inclusion in a Title I Best Practices review of schoolwide programs. The Improving America's Schools Act of 1994 reauthorized Title I, the Federal Government's major compensatory education initiative, and authorized the use of Title I funds to upgrade the entire educational program at a school. Schools were selected for the review based on overall student achievement and continuous gains in achievement from 1992-93 to 1994-95. Interviews with principals at the four schools, some designated teachers, and a few parents were used to study the reasons these schools have been successful. At each Best Practices School staff and administration are using site-based management to make effective instructional program decisions that are reflected in the Campus Improvement Plans. Parents are involved in varying degrees as well. At each of the schools staff and administration have implemented some form of self-evaluation. All students at these schools are expected to achieve at high levels, and there are high expectations for teachers as well. There are few pull-out programs, but those that are in place have been evaluated and found to be effective. Common factors across the Best Practices schools are strong leadership and a team-like approach. These appear to be among the most important factors for school success. Appendixes present the principal, teacher, and parent questionnaires, and give demographic and achievement data by school. (SLD)

ED 404 351 TM 026 115

Bierschenk, Bernhard
Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
PUB DATE- 96
NOTE- 40p.

errors for the minority results. Recommendations are offered to improve the trend lines. (Contains 7 figures, 9 tables, and 13 references.) (Author/SLD)

ED 404 369   TM 026 455

Abedi, Jamal
NAEP TRP Task 3e: Achievement Dimensionality, Section A.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *Discriminant Analysis; Elementary Secondary Education; Factor Structure; Goodness of Fit; Groups; *Mathematical Aptitude; Mathematical Models; *Mathematics Tests; National Surveys; Scaling; *Scores
IDENTIFIERS- Confirmatory Factor Analysis; *Dimensionality (Tests); Multidimensionality (Tests); *National Assessment of Educational Progress; Unidimensionality (Tests)

This study investigated the dimensionality of mathematics subscale scores from the National Assessment of Educational Progress for the assessment's Technical Review Panel, specifically for the data from the 1990 and 1992 main assessment in relation to students' instructional and noninstructional background variables. Discriminant analysis was applied to the math subscale scores using the background variables (questions) as grouping variables. For data from 1990 and 1992 it was hypothesized that: (1) five math subscales measure a general underlying mathematics ability; (2) five distinct subscales measure five different areas in math; and (3) in addition to the five subscales, there is a general math ability underlying part of the subscale scores. Confirmatory factor analysis tested the hypothesis of multidimensionality versus unidimensionality. Results, which are consistent across the data, indicated that when analyses were performed on the total group of students, almost perfect correlations between the subscale scores were obtained. When analyses were conducted on groups based on the background variables, lower correlations that were indicative of multidimensional subscale scores were obtained. Results indicate that models with subscale scores as latent variables exhibit a better fit to the data than models that had only one general mathematics score. An appendix presents detailed tables of findings. (Contains 70 appendix tables and 103 references.) (SLD)

ED 404 370   TM 026 456

Mullens, John E.; Kasprzyk, Daniel
The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
PUB DATE- Dec 96
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Databases; Data Collection; Educational Change; Educational Finance; *Educational Policy; Elementary Secondary Education; *Futures (of Society); *National Surveys; Private Schools; Public Schools; *Research Utilization; Teacher Characteristics; *Teacher Supply and Demand

careers and contributions that cover many aspects of American life. This volume contains biographies of: (1) Gloria Estefan, popular Cuban American singer; (2) Fernando Cuza, baseball agent; (3) Rosie Perez, actress, dancer, and choreographer; and (4) Cheech Marin, actor, director, writer, and musician. The books in this series are designed with an interest level for grades 4 to 10, and a reading level of about grade 5. (SLD)

ED 404 389 UD 031 496

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.
PUB DATE- 97
NOTE- 96p.; For Volumes I-III, see ED 389 797-799. For Volumes IV and V, see UD 031 494 and UD 031 495.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biographies; Childrens Literature; *Cultural Awareness; Hispanic American Culture; *Hispanic Americans; Intermediate Grades; *Minority Groups; Secondary Education; *Spanish Speaking
IDENTIFIERS- *Latinos; Lopez (Nancy)

The term "Hispanic" is an umbrella term that encompasses people from many nationalities, all races, and many social and cultural groups. Hispanics are also collectively called Latinos. The biographies in this series represent the diversity of Hispanic heritage in the United States. The people featured are contemporary figures of differing national origins with careers and contributions that cover many aspects of American life. This volume contains biographies of: (1) Pedro Jose Greer, Jr., doctor and pioneer in health care; (2) Nancy Lopez, professional golfer; (3) Rafael Palmeiro, professional baseball player; and (4) Hilda Perera, author of critical reviews and adult and children's fiction. The books in this series are designed with an interest level for grades 4 to 10, and a reading level of about grade 5. (SLD)

ED 404 390 UD 031 497

Kitano, Harry H. L.
Generations and Identity: The Japanese American.
PUB DATE- 93
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Age Differences; Change; Cultural Awareness; *Cultural Differences; *Immigrants; Japanese American Culture; *Japanese Americans; *Racial Discrimination; Social Bias; *United States History; World War II
IDENTIFIERS- *Identity Formation

The story of people of Japanese descent in the United States is told in its historic context. The Japanese came to America with cultural values that differed greatly from the mainstream U.S. society. They were also set apart by appearance. Conflict between Japan and the United States exacerbated the problems between the Japanese Americans and the American majority, but Japanese Americans eventually won acceptance and the promise of redress for incarceration during World War II. An underlying theme of this volume is that of change, since the Japanese American experience reflects the change that is essential to inequality. They also offer an overview and critique of specific areas of policy and a look at the ways policies operate in practice. The eight papers of Part 1, "History of Education Policy," outline the history of education policy in Britain in relation to class and gender divisions. Part 2, "Equal Opportunity Policies," includes six papers that contain comparative material on equal opportunities policies and discussions of equal opportunities in relation to race, gender, and special needs. These articles focus on Britain, but include an exploration of education policy in New Zealand. The four articles of Part 3 deal with equality issues in primary schools, teacher education, local government, and sexuality. Taken together, these articles examine education policy in the context of the major dimensions of social inequality. (Contains 6 figures, 9 tables, and 17 references.) (SLD)

ED 404 410 UD 031 522

Sipe, Cynthia L.
Mentoring: A Synthesis of P/PV's Research: 1988-1995.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Educational Research; Interpersonal Relationship; Literature Reviews; *Mentors; Program Development; Program Implementation; Research Reports; Significant Others; Synthesis; *Urban Youth; *Youth Programs
IDENTIFIERS- *Big Brother Big Sister Programs

This report is a synthesis of what Public/Private ventures (P/PV) (Pennsylvania) has learned in 8 years of research into mentoring for adolescents. It also identifies the key issues that remain open with regard to mentoring. An impact study of Big Brothers/Big Sisters provides definitive evidence that youth can obtain benefits from participating in a well-run mentoring program. Research also indicates that the key to effective mentoring relationships lies in the development of trust between two strangers of different ages, and that the initial approach of the mentor largely determines whether the relationship becomes effective. One of the strongest of the research conclusions is that of the importance of providing mentors with support in their efforts to build trust and develop positive relationships with youth. Research also suggests that mentoring can be useful as a supplement to traditional youth services programs if sufficient support structures are built in for mentors. Another research finding is that it is not easy to attract mentors, and it is hard to provide the resources they need. Summaries are provided of the 10 mentoring reports P/PV has issued between 1988 and 1995. (Contains 117 references.) (SLD)

ED 404 411 UD 031 523

Moag, Joseph S.; Theodore, Nikolas C.
Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
PUB DATE- Dec 92
NOTE- 12p.; This report was funded by a grant from the United Way of Greater Metropolitan Chicago.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; *Court Litigation;

NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Community Services; Higher Education; *Policy Formation; Program Development; Program Evaluation; *State Programs
IDENTIFIERS- *AmeriCorps; National and Community Service Trust Act 1993

Public/Private Ventures Inc. conducted a 30-month study of AmeriCorps, the signature program of the National and Community Service Trust Act of 1993. The central emphasis of this study was to examine the role of the states in implementing the new AmeriCorps program. The experience of 20 programs in 9 study states was documented through 4 visits to each state, interviews with the governor's staff, state Commission staff and Commissioners, and staff from other state agencies. Consideration of the relative roles of the Corporation for National Service and the states resulted in the conclusion that the overall quality of services programs in AmeriCorps would have been lower without the steady pressure the Corporation applied. The roles states played in shaping policy fell short of initial broad expectations and were more characteristic of a typical staff-driven organization than the governance role the legislation envisioned. The history of AmeriCorps to date illustrates the disagreements and difficulties in establishing national service programs. The success of AmeriCorps so early in its implementation is closely related to the Corporation's decision to control implementation rather than accord the broad role and discretion to the states that the legislation envisioned. Recommendations are made for improving the functioning of the Corporation for National Service. (Contains nine tables.) (SLD)

ED 404 431 UD 031 553

Trubowitz, Sidney; Longo, Paul
How It Works--Inside a School-College Collaboration. The Series on School Reform.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College School Cooperation; *Cooperation; Educational Administration; Educational History; Educational Improvement; Higher Education; *Instructional Leadership; Intermediate Grades; Junior High Schools; *Middle Schools; *Partnerships in Education; School Districts
IDENTIFIERS- Caring

A collaboration between Queens College (New York City) and Louis Armstrong Middle School began in part as an effort to settle a dispute between two school districts about control of a newly established middle school and its program for gifted students. Collaboration between the college and the middle school addressed the issues of integration and racial composition as well as the general issue of educational improvement. After nearly two decades of collaboration, the program has lasted through seven principals, six liaisons with the Board of Education, three college deans, two college presidents, and hundreds of teachers, students, and parents. This analysis explores why the collaboration has lasted and what it offers for future collaborative efforts. It is noted that leadership is the key for any similar effort. Three major issues in

ED 404 310　　　　SP 037 133

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Paraprofessional School Personnel; *Partnerships in Education; *Preservice Teacher Education; Private Sector; Summer Programs; Teacher Evaluation; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student); North Carolina

This conference report includes summaries of the following presentations: (1) "Overview and Opening Remarks" (Elridge W. McMillen); (2) Luncheon Address: "Diversity Equals Quality" (Joseph Vaughan); (3) "Overview of North Carolina Consortium Projects" (Nathaniel Jackson); (4) Session 1: "Academic Enhancement for Teacher Ed Students" (Zoe Locklear and Saundra Shorter); (5) Session 2: "From Paraprofessional to Teacher" (Barbara Johnson, Barbara Perry-Sheldon, Eileen Wilson-Oyelaran, and Lelia Vickers); (6) Dinner Address: "Lessons from the Past for Diversity in the Future" (Barbara R. Hatton); (7) Session 3: "The Private Sector Response to Diversity" (Thomas W. Lambeth and Joseph Aguerrebere); (8) Session 4: "Program Impact" (Martha Ann Evans, Perez Gatling, Connie F. Locklear, Edna Sigers, and Jessie Williams; (9) Session 5: "Research Issues Related to Teacher Diversity" (Mary Dilworth); (10) Session 6: "Alternative Assessment of Teacher Performance" (Ruby Burgess, Donna I. Smith, and Ione Perry); (11) Session 7: "Report of Working Groups"; and (12) Concluding Comments: "The Need for Collaboration" (Richard Thompson). "The Role of Institutions of Higher Education and State Governments in Promoting Quality and Diversity in the Teacher Workforce" (Barbara R. Hatton), a seven-item list of resources cited in presentations, and a list of forum participants complete the document. (ND)

ED 404 311　　　　SP 037 134

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
PUB DATE- Sep 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Admission Criteria; Colleges; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Schools of Education; State Standards; Teacher Certification; *Teacher Education Programs; Two Year Colleges; Universities
IDENTIFIERS- *Missouri

This directory provides information on Missouri institutions of higher education with professional and pre-professional teacher education programs. The institutions listed have met rigorous standards and are officially approved by the Missouri State Board of Education. The four-year institutions listed offer complete professional programs from which candidates may be enrolled in a listserv called "Edteams." The listserv has generated an increasing volume of correspondence on a wide variety of topics, some relevant to the program and others not. Some students have recognized the interaction as a type of journaling. Listserv dialog has characteristics that are very different from typical classroom language. The roles of teachers and students are reversed, with students initiating conversations, teachers answering questions, and students reacting. Long and complex conversations develop on listservs, as students explore their developing understandings of both content and pedagogy. Most important, students find that listservs are fun, and they participate in them with enthusiasm. Contains nine references. (Author/ND)

ED 404 331 SP 037 163

Wagner, Nancy C.; Hill, Marie S.
Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
PUB DATE- Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Savannah, GA, November 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Case Studies; Collegiality; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Higher Education; School Culture; Secondary School Teachers; Teacher Attitudes; *Teacher Characteristics; *Teacher Evaluation; *Teacher Motivation
IDENTIFIERS- *Johnson City Public Schools TN

The primary purpose of this study was to investigate the nature of the activities, processes, and structures used to link a teacher evaluation program to professional growth and motivation. A total of 52 teachers in the Johnson City (Tennessee) School District were selected by both random and purposeful sampling techniques to participate. Data were collected through quantitative and qualitative methods. Principals of the nine schools involved also participated in the naturalistic inquiry component of the study. Analysis of data revealed attitudes, behaviors, and perceptions of those involved in the implementation of a growth-oriented approach to teacher evaluation. The study identified critical elements within four major categories that influence the linking of teacher evaluation, professional growth, and motivation. The four major categories are: characteristics of the culture, characteristics of the administrator, characteristics of the teachers, and characteristics of the process. The critical elements were identified as follows: (1) a culture characterized by a trusting environment, collaborative relationships, and high expectations of growth; (2) administrators who are facilitators or coaches and resource providers; (3) teachers who are mature, responsible, and self-directed; and (4) a continuous process that is individualized, formative, and structured. (Contains 23 references.) (Author/ND)

ED 404 332 SP 037 164

Acker-Hocevar, Michele; And Others
Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Biological Influences; *Communication (Thought Transfer); Foreign Countries; Individual Differences; Kinetics; *Language Usage; Multivariate Analysis; *Perception; Research Methodology; *Twins; Writing (Composition)
IDENTIFIERS- Consciousness; *Dizygotic Twins; Kinematics; Sweden; Text Generation; *Visual Cliff Experiment

The consciousness of dizygotic twins in their communication of actions and events as seen in the visual cliff pictures published by E. J. Gibson and R. D. Walk (1960) was studied in Sweden. In the process of communication, many different state spaces are generated. The methodology demonstrates that ecological and biophysical properties of language produce unique morphological profiles. Four pairs of twins were exposed to these pictures in a classroom setting, and the text they built in response to the pictures was studied. The focus is on one pair of dizygotic twins between 16 and 17 years of age. At the kinetic level, stable relationships are identified among naturally occurring periods, mass, and length of text. The relating invariants are demonstrated through a multivariate statistical strategy involving an analysis of variance, an indexing of the size of effects, and a regression analysis. At the kinematic level, adiabatic trajectories are apparent, for which underlying state spaces and interrelated metrics are shown to be dependent on the particular text producer. It is made evident that a certain degree of consciousness is carried by a particular kind of concepts and conceptual relations. Finally, it is concluded that perceiving a phenomenon differs not only in degree but in kind from conceiving its consequences. Results also support the use of the Scanator methodology developed by B. Bierschenk as a way to keep track of unitizing activities. An appendix presents the original Swedish text produced by the four subjects. (Contains 18 figures, 7 tables, and 26 references.) (SLD)

ED 404 352 TM 026 118

Howard, Bruce C.
Cognitive Engagement in Cooperative Learning.
PUB DATE- Feb 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cooperation; *Cooperative Learning; *Instructional Effectiveness; Learning Strategies; Models; *Outcomes of Education; Thinking Skills
IDENTIFIERS- *Cognitive Engagement; *Scripts (Knowledge Structures); Student Engagement

The research on cooperative scripts is brought together using a model that provides an overview of the learning processes involved and the outcomes to be expected from the use of certain scripts. By providing such a framework, the wealth of research may be compared and generalized, thereby promoting its instructional utility. The Cognitive Engagement in Cooperative Learning model is explained, and then common cooperative learning strategies and scripts are reviewed in relation to the model. The model illustrates how enhanced learning is the result of the type and amount of cognitive engagement involved

IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) was designed by the National Center for Education Statistics (NCES) to provide recurrent information about public and private elementary and secondary schools, teachers, and administrators. The NCES commissioned these papers to examine the SASS and to make recommendations about its future. The following papers, presented at 1996 NCES seminars, are included: (1) "Should SASS Measure Instructional Processes and Teacher Effectiveness?" (Susan Stodolsky); (2) "Toward an Organizational Database on America's Schools: A Proposal for the Future of SASS, with Comments on School Reform, Governance, and Finance" (David P. Baker); (3) "Technology for K-12 Education: Asking the Right Questions" (Kathleen Fulton); (4) "Linking Student Data to SASS: Why, When, How" (Phillip Kaufman); (5) "Making Data Relevant for Policy Discussions: Recommendations for Redesigning the School Administrator Questionnaire for the 1998-99 SASS" (Henry Zheng); (6) "Measures of Inservice Professional Development: Suggested Items for the 1998-99 Schools and Staffing Survey" (Dorothy M. Gilford); (7) "District-Level Data in the Schools and Staffing Survey" (J. Michael Ross); (8) "Use of Education Information Systems with the Schools and Staffing Survey: How Can SASS Be Linked to Schools?" (Rolf K. Blank); (9) "Collecting Representative Data on School Resources: Understanding the Linkage between Adequacy, Equity, and Opportunity To Learn through SASS" (Jay G. Chambers); (10) "The Schools and Staffing Survey for 1998-99: Design Recommendations To Inform Broad Education Policy" (Erling E. Boe); (11) "1998-99 Schools and Staffing Survey: Issues Related to Survey Depth" (Susan P. Choy); and (12) "Reflections on the Papers Prepared for the Schools and Staffing Survey Seminar Series" (John Howard Burkett). Each paper contains references. (SLD)

ED 404 371 TM 026 457

Muthen, Bengt; And Others
Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Educational Assessment; *Mathematics Tests; National Surveys; *Performance Factors; Scores; Secondary Education; Structural Equation Models; Tables (Data); Test Construction; *Test Items
IDENTIFIERS- Large Scale Programs; *National Assessment of Educational Progress; National Education Longitudinal Study 1988; *Opportunity to Learn

A set of methods is proposed for the analysis of opportunity to learn (OTL) in relation to achievement in large-scale educational assessments. The focus is on how to assess the effect of OTL on performance while taking prior performance and other background factors into account. The methods are illustrated with mathematics data from the National Assessment of Educational Progress and from the National Education Longitudinal Study. Methods are discussed for combining OTL information, for studying the OTL sensitivity of test items, and for studying OTL effects in the context of multivariate proficiency scores as well as scores from several occasions. Implications for future large-scale educational assessments are discussed. An appendix presents input for structural equation

U.S. society. Another theme is that of diversity. Japanese Americans, who once were a relatively homogeneous group, now represent American diversity as the succeeding generations have found different American environments. A final theme is that diversity and change go together in broader social and historic contexts that cannot be ignored. The following chapters explore the Japanese American experience: (1) "Introduction"; (2) "Background of Immigration"; (3) "Up to World War II"; (4) "The Wartime Evacuation (1942-1945)"; (5) "Closing of the Camps: The Immediate Post War Era"; (6) "The Postwar Period"; (7) "The Community: Its Culture"; (8) "The Community: Its Organization"; (9) "The Community: Its Families"; (10) "Hawaii"; (11) "Identity and Generations"; (12) "Present Status"; and (13) "Summary, Conclusions." Information pertaining specifically to education appears in chapter 4 (page 47) and chapter 12 (pages 180-184). Each chapter contains a bibliography. (Contains 24 tables.) (SLD)

ED 404 391   UD 031 498

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Early Childhood Education; Educational Policy; *Educational Practices; *Equal Education; Ethnic Groups; Foreign Countries; *Minority Groups; Multicultural Education; Preschool Children; Racial Differences; Racial Discrimination
IDENTIFIERS- *United Kingdom

This guide shows how the Race Relations Act of 1976 and the Children Act of 1989 apply to young children in the United Kingdom and to those who have responsibility for their care and education. The 1989 Children Act, a comprehensive piece of legislation that addresses religion, racial origin, and cultural and linguistic background, adds to the specific requirements of the Race Relations Act. The guide examines existing provisions and the extent to which they meet the needs of ethnic minority communities. It then highlights key areas where a commitment to racial equality policies and practices would benefit all children. It also discusses the issues of access to services, training, and employment. The guide concludes by suggesting ways in which policies might be developed to ensure that all aspects of early childhood services are founded on the principles of equality of opportunity. Differences between the English and Scottish systems of early childhood education are noted. The following chapters are included: (1) "Early Childhood Services and the 1976 Race Relations Act"; (2) "Early Childhood Services and the 1989 Children Act"; (3) "Early Childhood Services and Ethnic Minority Communities"; (4) "The Experiences of Young Children and Racial Equality"; (5) "Equal Access to Early Childhood Services"; (6) "Training, Education, and Qualifications for Work with Young Children"; (7) "Practical Policy Making"; and (8) "Checklist for Action." One appendix presents the United Nations Convention on the Rights of the Child, and the other summarizes law enforcement under this legislation. A list of 45 sources is provided for further reading, and 27 organizations

*Decentralization; Educational Change; Educational Finance; Elementary Secondary Education; Expenditures; Females; Minority Groups; *Purchasing; *School Based Management; School Restructuring; State Legislation
IDENTIFIERS- *Chicago Public Schools IL; Minority Businesses; *Set Asides

The Chicago (Illinois) Board of Education has been engaged in a process of system-wide reorganization that may shift the locus of decision-making authority for many administrative functions from the Central Office to individual schools. Proponents of decentralization contend that restructuring will reduce costs and increase efficiencies at the Chicago Public Schools. Decentralizing the school district's purchasing process raises serious questions as to how the school system's Minority and Women Business Enterprise Program (M/WBE) can continue to operate and succeed in achieving its goals. This study examines the potential impact of the decentralization of purchasing on the M/WBE program, an affirmative set-aside program designed to increase access to government contracting opportunities for minority- and women-owned businesses. Court rulings have stipulated that for an M/WBE program to be constitutional, it must include race- and gender-neutral policies, be narrowly tailored, and administered in a flexible manner. An increase in decentralized purchasing may strain the ability of the district to operate the policies that are necessary to a constitutional M/WBE program because it may affect the four race- and gender-neutral remedies that have been defined for the current program: (1) accelerated vendor payments; (2) reduced bonding, bid deposit, and insurance requirements; (3) debundling of larger contracts; and (4) technical assistance. (SLD)

ED 404 412 UD 031 524

Clarke, Jessica
Resources To Fix Schools. The Necessities for Educating Children in Illinois.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Sep 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Class Size; *Cost Effectiveness; Curriculum Development; *Educational Finance; Educational Improvement; Educational Research; Elementary Secondary Education; *Financial Support; High Risk Students; *Needs Assessment; Public Schools; *Resource Allocation; Teacher Recruitment; Urban Schools
IDENTIFIERS- *Illinois

This report considers the situation of the Illinois public schools and provides an affirmative argument summarizing the most recent research in four key areas where research has demonstrated that money clearly makes a difference in the quality of the education product: (1) establishing classroom sizes that meet the individual needs of students; (2) enriching course work, programs, and technology available to students; (3) attracting and retaining the most talented individuals to teaching; and (4) financing fixed costs. While money alone does not automatically result in improved achievement, resources are a necessary component to educational improvement. Research findings in these four areas make it clear that greater investment in education not only provides improved student learning, but also assists in future life achievement. Recent collaboration for educational improvement are student growth and performance, developing an ethos of caring, and empowering students. The discussion is divided into the following parts: (1) "The Collaboration: Beginning and Background"; (2) "The Collaboration: How It Works"; (3) "The Collaboration: What We Have Learned"; and (4) "The Collaboration: A Broader Overview." (Contains 21 references.) (SLD)

ED 404 432 UD 031 554

Wan, Yee
Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (St. Paul, MN, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Equal Education; *Individual Differences; Minority Groups; *Multicultural Education; *Pacific Americans; *Stereotypes; Student Attitudes; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Model Minority Groups

The diversity that actually exists among Asian-Pacific American students is explored, and the most common stereotypes that mainstream teachers have of them are described. Teachers often express a preference for working with Asian-Pacific American students, but judging students on stereotypes, even positive ones, neglects individual differences and may limit students' opportunities to develop their potential. The three most common stereotypes that can affect classroom interactions are: (1) all Asian-Pacific American students are high achievers; (2) all Asian-Pacific American students look alike; and (3) all Asian cultures are similar, and all Asians can work well together. However, some general cultural patterns do exist among Asian-Pacific American subgroups. These include controlling one's expression and avoiding direct confrontation. To promote equitable participation of Asian-Pacific American students, guidelines are presented for teachers to incorporate into daily teaching practice. These include learning cross-cultural communication skills, implementing an empowering curriculum, and building strong connections to students' homes and communities. Respect for cultural boundaries and individual differences is the key to successful teaching for Asian-Pacific American students. (Contains 16 references.) (SLD)

ED 404 433 UD 031 555

Robson, Barbara
Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Cultural Awareness; Cultural Background; Cultural Differences; Ethnic Groups; Foreign

recommended for Missouri certification. The two-year colleges offer approved pre-professional courses, which may be transferred to the four-year institutions and counted as partial fulfillment of the requirements for certification. Part one provides institutional data, admission test requirements, and information on basic programs for four-year institutions. Part two lists institutional data and approved education courses for two-year institutions. Part three is a listing of institutions by programs offered. Teacher education contacts for four-year and two-year institutions are included. (ND)

ED 404 312 SP 037 135

Odden, Allan; Kelley, Carolyn
Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Compensation (Remuneration); Educational Change; Elementary Secondary Education; *Merit Pay; Public School Teachers; *Teacher Competencies; *Teacher Morale; *Teacher Motivation; *Teacher Salaries; Teacher Student Relationship

The United States seems to be launching another round of efforts to change how teachers are paid. The path to teacher compensation change is not easy, but there are new ideas about how to pay educated workers, such as teachers, on bases other than years of experience, education units, and degrees. This publication examines state and local efforts to change teacher compensation and proposes strategies that are appropriate for education. It examines past and present practices, such as "merit pay" and "career ladder" approaches, then proposes new ways to compensate teachers, including skill-based pay, pay for knowledge, and group-based awards linked to school results. Recent findings are presented followed by a discussion on how these new approaches work to boost teacher morale and professionalism and improve schools. The eight chapters cover: (1) how teachers are compensated; (2) what has been learned from attempts at change; (3) elements of pay and compensation; (4) relationship between pay and motivation; (5) rewarding individual teachers for developing needed competencies; (6) making part of compensation contingent on teacher activities; (7) school bonuses for improved student performance; and (8) implementing better compensation systems for school improvement. Principles for implementing change in teacher compensation are outlined in the appendix. (Contains 203 references.) (ND)

ED 404 313 SP 037 136

Black, Sharon J.; Cutler, Beverly R.
Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

PUB DATE- Oct 96
NOTE- 48p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Louisville, KY, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; Higher Education; *Power Structure; Public School Teachers; School Culture; *Teacher Attitudes; *Teacher Empowerment; *Teacher Participation; *Teaching Conditions
IDENTIFIERS- *Alabama; *Florida

This paper presents the results of a factor analysis that identified five emerging constructs of power from surveys administered in two southeastern states of residence: Florida and Alabama. The five constructs were named the "Five Dimensions of Power" and are: autonomy, resources, responsibility, political efficacy and expertise, and hierarchical beliefs about power. These dimensions were used as dependent variables in a series of one-way ANOVAs (analysis of variance procedures) to analyze the effects of several context and personal demographic variables. Results indicated that state of residence and type of community were significant main effects on autonomy, and years employed had a significant effect on the attainment and use of resources. Two-way ANOVAs for state of residence revealed three significant interaction effects with gender, community, and level of school by political efficacy and expertise; two significant interaction effects for state of residence with age and years employed by responsibility; and one significant interaction effect for state of residence with level of school by hierarchical beliefs of power. Exploratory findings indicated that context and personal demographic variables had significant main and interaction effects on different beliefs of power within teachers' work cultures. Questions are raised as to how hierarchical beliefs of power impact the adoption of new mental models of power grounded in participation, involvement, and partnership models. (Contains 77 references.) (Author/ND)

ED 404 333   SP 037 165

Acker-Hocevar, Michele; And Others
The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; Foreign Countries; Higher Education; Participative Decision Making; *Power Structure; Public School Teachers; *School Culture; *Sex Differences; *Teacher Attitudes; Teacher Empowerment; Teaching Conditions
IDENTIFIERS- *Canada; *United States (Southeast)

This study examined participants' beliefs and practices regarding power with personal demographic variables (gender, age, degree level, and years of experience) and school-related variables (level of school employed, type of school community, and in a particular cooperative learning script. Evidence used to build the model suggests that scripts that promote basic organizational strategies or simple elaboration techniques will not be as effective for learning as higher-level elaborative and reconstructive scripts. The practical use of the model is to give instructors a broad idea of the types of learning outcomes to expect given certain scripts. Finally, the limitations of the model are discussed, and recommendations are made for future research. (Contains 1 figure and 57 references.) (SLD)

ED 404 353 TM 026 119

Howard, Bruce C.
A Meta-Analysis of Scripted Cooperative Learning.
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cooperation; *Cooperative Learning; *Instructional Effectiveness; Learning Strategies; *Meta Analysis; Models; *Outcomes of Education; Pilot Projects; Research Methodology; Thinking Skills
IDENTIFIERS- *Cognitive Engagement; *Scripts (Knowledge Structures); Student Engagement

The usefulness of the Cognitive Engagement in Cooperative Learning (CECL) model for evaluating the learning outcomes associated with various cooperative learning activities is explored. The instructions that a set of learners is given, however broad or specific, is called a script. These scripts are associated with different learning outcomes according to the amount of engagement that learners have with the material to be learned. The CECL model allows the placement of a given script along a continuum for the purpose of predicting how well students will learn the new material. This investigation was a pilot attempt to use meta-analysis to validate the model. Thirteen studies from the last 15 years were chosen. The investigation shows that meta-analysis justifies the use of the model fairly well, but is very much affected by choice and interpretation of studies included in the analysis. (Contains 1 figure and 42 references.) (SLD)

ED 404 354 TM 026 144

Devine, Marion; And Others
Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 96
NOTE- 131p.; For a summary report, see TM 026 156.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; *Biology; Change; *English; Foreign Countries; *Geography; *Mathematics; Secondary Education; Secondary School Students; *Standards
IDENTIFIERS- *Scotland; Subject Content Knowledge

In June 1994 the Scottish Office Education Department asked the modeling through the LISCOMP computer program. (Contains 5 figures, 13 tables, and 16 references.) (Author/SLD)

ED 404 372 TM 026 458

Berends, Mark; And Others
Identifying Students at Risk of Low Achievement in NAEP and NELS.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; Correlation; Grade 8; *High Risk Students; *Identification; Junior High Schools; *Low Achievement; *Predictor Variables; Regression (Statistics); Risk; Scores; *Social Influences; Student Characteristics
IDENTIFIERS- *National Assessment of Educational Progress

Data from the 1990 National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study of 1988 (NELS) are analyzed for eighth graders to distinguish the characteristics of low-achieving groups and the independent predictors of low test scores. Results provide a basis for evaluating the adequacy of the NAEP for these purposes. Analyses compared the bottom decile and quartile on the test-score distribution to the eighth-grade population as a whole in terms of simple univariate statistics. Logistic regression analysis was used to estimate the independent relationships between an individual's low achievement levels and social context characteristics in the NELS. Finally, several ordinary regressions and bivariate correlations among the social context measures were themselves analyzed to assess the adequacy of proxies in the NAEP. Findings demonstrate that several of the characteristics presently in the NAEP are useful for differentiating low achievers as a group from the eighth grade population as a whole. Analyses of the NELS show, however, that the NAEP currently lacks several measures important for the purpose. These include low family income, low levels of family closure, large families, single parent households, mothers who were young when they gave birth, greater school mobility, grade retention, lower grade point averages, low school mean income, and low levels of closure in the school as a whole. (Contains 12 tables, 17 figures, and 185 references.) (SLD)

ED 404 373 TM 026 459

O'Neil, Harold F., Jr.; And Others
Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement; *Experiments; Grade 8; Grade 12; *Incentives; *Mathematics Tests; Performance Factors; Pilot Projects; Program Descriptions; Research Methodology; Secondary Education; *Student Motivation; Tables (Data); Test Construction; *Testing; Test Use
IDENTIFIERS- *Low Stakes Tests; *National Assessment of

are listed as sources of additional information. (Contains 47 references.) (SLD)

ED 404 392 UD 031 499

Carlson, Dennis
Making Progress: Education and Culture in New Times.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Democracy; Educational Change; Educational Philosophy; *Educational Policy; Educational Practices; Elementary Secondary Education; Homosexuality; Multicultural Education; *Progressive Education; *Public Schools; Sex Education; *Track System (Education)
IDENTIFIERS- *Postmodernism; *Reform Efforts

The essays in this collection, although written at different times, are all part of a process of forming a democratic progressive educational policy and practice for the United States in the new historical era. Each chapter groups essays that critique some aspect of existing public school practice, explores the limitations of current reform efforts, and offers some suggestions toward a democratic and progressive response. Chapter 1, "Progress, Progressivism, and Postmodernism in Education," examines current educational philosophies and the belief in progress. Chapter 2, "Public Education in Changing Times," examines the broad shifts in postmodern society and explores their implications for educational change. Chapter 3, "Making Tracks: The 'Detracking' and Retracking of Public Education," focuses on recent reform efforts associated with educational tracking. In Chapter 4, "Constructing the Margins: Of Multicultural Education and Curriculum Settlements," multicultural education is explored. Chapter 5, "The Cultural Politics of Sexuality Education," examines the battle over sexuality education in U.S. schools, and Chapter 6, "Gayness, Multicultural Education, and Community," examines the role public education plays in the marginalization of gays and lesbians. In Chapter 7, "Stories of Colonial and Postcolonial Education," several stories from personal experience explore colonial and postcolonial education. (Contains 211 references.) (SLD)

ED 404 393 UD 031 500

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
PUB DATE- 96
NOTE- 270p.; For a related document, see UD 031 501.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Catholic Educators; Catholics; *Catholic Schools; Cultural Awareness; Elementary Secondary Education; *Immigrants; Multicultural Education; Parent Education; Program Development; *Refugees; *Religious Education; Teacher Education

This educational guide, designed for use in Catholic elementary and secondary schools, religious education programs at all grades, youth retreats, teacher training, or parent and adult analysis of educational spending has indicated that existing programs benefiting at-risk children are the most cost effective and show the most significant promise for gains in student achievement. (Contains 60 references.) (SLD)

ED 404 413 UD 031 525

Clarke, Jessica
Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- May 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Disadvantaged Youth; *Educational Finance; Elementary Secondary Education; Expenditures; *Financial Support; *High Achievement; *Public Education; Public Schools; *Resource Allocation; School Districts; *School District Spending; School District Wealth; Suburban Schools; *Urban Schools; Urban Youth
IDENTIFIERS- *Chicago Public Schools IL

By comparing resource expenditures of academically high achieving school districts in the Chicago (Illinois) suburbs with those of the Chicago Public Schools, this study contends that Chicago's schools are asked to perform at a high level with far fewer resources than the highest performing schools in the region. This analysis linked high school and elementary districts with overlapping boundaries to establish 14 combined districts in the city. A total of 87 suburban school districts were included. Contrary to popular perception, Chicago spent a larger percentage of its total budget on instruction and much less on administration than the highest achieving districts in the metropolitan area. Despite the different levels of resources, the city allocated its financial resources in ways that were similar to those of the highest achieving districts. What distinguished Chicago from the highest achieving districts was that the city schools had less money to educate students that are far more disadvantaged and in need of greater instructional and support services. Administrative costs were actually lower in Chicago. The city could not afford the support services available in suburban districts. Overall, it was apparent that inadequate resources hamper Chicago's ability to provide instructional programs. One appendix lists the highest achieving school districts in the Chicago area. (Contains 11 tables.) (SLD)

ED 404 414 UD 031 526

Alexander, Stephen J.; Theodore, Nikolas C.
Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
PUB DATE- May 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Community Development; Community Organizations; *Economic Development; Federal Government; *Financial Support; Inner City; *Neighborhood Improvement; Resource Allocation; Urban Problems; *Urban Renewal
IDENTIFIERS- *Illinois (Chicago)

Recent urban redevelopment efforts in Chicago (Illinois) have

Countries; *Immigrants; Middle Eastern Studies; *Political
Attitudes; *Refugees; *Relocation
IDENTIFIERS- *Iraq; *Kurds

The Kurds are a distinct group of people who have inhabited the Middle East for as long as there have been written records. The Kurds are the second largest ethnic group in Iraq and Turkey and the third largest group in Iran. In 1975 and 1976, Kurdish refugees from Iraq were admitted to the United States after the failure of their attempt to achieve autonomy from the Iraqi government. Just after the Persian Gulf War in 1991, Iraqi Kurds again rebelled against the Saddam Hussein government of Iraq. The persecution they experienced led to the establishment of Operation Provide Comfort and the protective no-fly zone. Thousands of Kurds fled their home land to Turkey and were eventually resettled in the United States. This fact sheet provides background information about the Iraqi Kurds and discusses the ways their culture and history might affect their resettlement in the United States. The Kurds are overwhelmingly Muslim, and many aspects of their daily life are determined by Muslim customs and requirements. Concrete suggestions are offered to help Kurdish refugees adapt to life in the United States. Because of the relative formality of their own society, those who are interested in helping Kurds with acculturation would do well to take a rather formal approach and to work to encourage a positive attitude toward the national government, something Kurds by history and culture may not find congenial. (Contains 21 references, a sampling of web sites and 1 map.) (SLD)

DESCRIPTORS- College School Cooperation; *Cross Cultural Training; *Cultural Awareness; *Cultural Exchange; Elementary Education; Elementary School Students; Higher Education; *Multicultural Education; Preservice Teacher Education; *Student Teachers; *Student Teaching; Teacher Education Programs
IDENTIFIERS- Brigham Young University UT; Mexico; Preservice Teachers

The School of Education at Brigham Young University (BYU) in Utah developed a sister school program with teachers and children in Cuauhtemoc and Dublan (Mexico) to increase the culture vision of preservice teachers while simultaneously allowing elementary school children to develop culture awareness by participating in a cross-cultural learning experience. Student teachers from BYU were sent to the sister schools in Mexico, working under the direction of Mexican cooperating teachers as well as an onsite field instructor from the American sister school. At the same time, a child-to-child exchange developed joint fundraising projects for improvements to the Mexican schools and visits to Mexico by some of the American students. The preservice teachers in the program gained a substantive knowledge of how that culture affects the children, learning to look beyond color to see individuals within a unique cultural setting. American children participating in the program experienced similar though less extensive changes in their culture vision. Both student teachers and the sister schools students found that their talent and self-confidence developed through the new challenges and experiences, and that important lessons were learned through the service they contributed to the Mexican communities. (Contains 16 references.) (ND)

ED 404 314 SP 037 137

Prosise, Roger
Beyond Rules and Consequences for Classroom Management. Fastback 401.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Environment; *Classroom Techniques; Educational Objectives; Elementary Education; Interpersonal Competence; *Student Participation; Teacher Effectiveness; *Teacher Student Relationship

Critical factors that influence the environment for learning include the teacher's interpersonal skills--including how expectations, rules, and consequences are communicated--and the student's sense of belonging in the classroom. This pamphlet provides a process for developing a personalized classroom program that will address classroom management in ways that meet the learning needs of students. The first section, "Creating Positive Expectations," looks at setting goals, communicating expectations, teacher feedback, developing rules and consequences, and positive intervention. The second section discusses interpersonal skills of effective teachers as suggested by a survey of 25 experienced teachers. The third section, "Developing a Sense of Community," discusses the structure of the physical classroom environment and procedures that involve teachers and students in developoing a sense of community. In the last section, two case studies are provided as discussion starters on creating constructive learning overall citizenship) on power beliefs and practices. A principal component analysis of 668 survey responses yielded 2 factors that explained 51 percent of the common variance in responses. Factor 1 consisted of 17 items and was named "organizational beliefs concerning empowerment and resource control"; factor 2 consisted of 13 items and was named "personal beliefs about accountability, responsibility, a powerful educator, and practices of power." Multivariate analysis of variance procedures were used to address three research questions. Results indicated that both national (United States and Canada) and state (Florida, Georgia, and Alabama) residence of employment and highest degree attained proved to be significant main effects on factors 1 and 2 respectively. Additionally, level of school and type of school community were significant interaction effects on both factors 1 and 2. Study results suggested that differences between females' and males' perspectives of power, which were the basis of the survey design, were minimized by the political and social contexts in which teachers were working. (Contains 52 references.) (Author/ND)

ED 404 334   SP 037 166

Duhon-Haynes, Gwendolyn; And Others
Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; Elementary Secondary Education; Higher Education; Nontraditional Education; Program Descriptions; *Teacher Competencies; *Teacher Education Programs; *Teacher Interns
IDENTIFIERS- *Houston Independent School District TX; *Teach For America

This paper examines alternative certification programs in terms of entrance requirements, supervision and mentoring, and post-certification professional support. A good alternative program uses rigorous screening processes to ensure the selection of qualified teacher interns; provides high-quality preservice training in methodology, classroom management, and human development; has a structured, well-supervised induction period that includes guidance by a mentor teacher; requires ongoing professional development; and follows up with post-internship training to ensure continued effective teaching. Two alternative programs are described: the Texas Alternative Certification Program, the largest school-based teacher education effort, and Teach for America, a non-university private group that has developed its own concept of teacher education. The two programs appear to have the same basic components: similar entrance requirements, pre-assignment training, some university coursework, and collaborative support and mentoring from participating entities. However, the first program is teacher-centered, with the emphasis on methodology, theory, and pedagogy, while the second is more learner-centered and problem-driven. The study concludes that alternative certification programs may be enhanced through collaboration among alternative programs, university faculty and programs, school districts, and other related parties. (Contains 15 references.) (ND)

Scottish Council for Research in Education to assist in a study of performance over time in the Higher Grade examinations in biology, English, geography, and mathematics. Statistics have shown that the number of students gaining passes on these Higher Grade examinations is increasing from year to year, and the question of whether the standards for these examinations have been eroded has been raised. The study depended on the analysis of original test scripts retained by the Scottish Examination Board, beginning with 1987 as the earliest year for which scripts were available for all subjects. In general, 100 scripts were used for each subject for each year; variations that caused small reductions in the actual number of scripts are noted in the sections describing each subject. The analysis supports the conclusion that there are no grounds for believing that there has been any change in the standards of performance for any given band of award (ranging from A to no award). Some differences in detail for specific subjects are noted in sections reviewing the scripts by content area. An appendix for each of the subjects describes results in detail. (Contains 14 figures, 31 tables, 9 appendix tables, and 146 appendix graphs.) (SLD)

ED 404 355 TM 026 145

Buhendwa, Frank M.
Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
PUB DATE- Apr 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Computer Assisted Testing; Computer Attitudes; *Computer Literacy; Educational Technology; Education Majors; Higher Education; Program Evaluation; *Self Efficacy; *Student Attitudes; Teacher Education; Test Construction; *Test Reliability
IDENTIFIERS- *Preservice Teachers

Instruments used in a study by M. B. Kinzie and M. A. Delacourt (1991), the Attitude towards Computer Technologies (ACT) and the Self-efficacy for Computer Technologies (SCT), assess preservice teachers' perceived usefulness of and comfort level with specific computer technologies. This study uses a population confirmed to be similar to that used by Kinzie and Delacourt and a similar two-pronged approach to study the evaluation of teacher education programs that are implementing specific computer literacy content. Data were obtained from students across courses and over three semesters in a representative teacher education program in a small private liberal arts college. In all, 58 students were assessed using a single computerized instrument, the Computer Confidence/Self-efficacy Scale that combines features of both previous instruments. Data reveal that the Computer Confidence/Self-efficacy Scale is a highly reliable instrument for measuring the levels of confidence of preservice teachers under the conditions of a teacher education program. The instrument must be interpreted under the assumptions of a construct of computer confidence that consists of general computer confidence and efficacy and specific computer competence and efficacy as identified in the course focus. Appendixes present the scale itself, significant group differences by selected group variables, and bar graphs of the mean scores for specific

Educational Progress

The Cognitive Science Laboratory of the University of Southern California has conducted a series of studies on the experimental effects of motivation on a low-stakes (to the student) standardized test. This report summarizes these studies and their results. The test in question is the National Assessment of Educational Progress (NAEP). A series of studies in 1992 investigated the effects of various motivational conditions on the performance of 8th and 12th graders on a subset of items from the NAEP 1990 mathematics test. Several pilot studies were conducted first to select the motivational conditions that might influence performance. The main study compared the effects of financial reward, competition, personal accomplishment, and standard NAEP test instructions on mathematics performance. Results indicate that financial reward can improve the performance of eighth graders. In the 12th grade, no differences were observed among the conditions. The eighth grade findings indicate that test developers may be underestimating the achievement of students when scores on low stakes tests are used as the indicators of achievement. Five appendixes discuss study methodology, instructions, and detailed results. (Contains 93 tables, 103 appendix tables, and 65 references.) (SLD)

ED 404 374 TM 026 460

Beaton, Albert E.; Gonzalez, Eugenio
NAEP Primer.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 110p.; Computer disk not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; *Data Analysis; Databases; *Educational Trends; Elementary Secondary Education; Grade 8; Mathematics Tests; Private Schools; Public Schools; *Research Utilization; Sampling; Test Construction; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress; *Statistical Package for the Social Sciences; Trial State Assessment (NAEP)

This guide to the National Assessment of Educational Progress (NAEP) is designed to help the secondary data analyst use the NAEP and to introduce some of the sophisticated technology used by the NAEP. The NAEP has been gathering information on American students since 1969. It samples populations that consist of all students in U.S. schools, both public and private, at grades 4, 8, and 12, as well as ages 9, 13, and 17. NAEP data are designed for measuring trends in student performance over time and for cross-sectional analyses of the correlates of performance. Since the introduction of the Trial State Assessments in 1990, the NAEP has also been used to compare the performances of students in participating states. All data collected by the NAEP are available for the secondary user. This primer, which assumes that the user has a working knowledge of the Statistical Package for the Social Sciences, gets the user started on the simplified database and introduces sessions, places issues related to immigrants and refugees in a Catholic perspective. It offers some basic materials to use and adapt for children and adults to present Christ's view of migrant peoples as sisters and brothers regardless of color, culture, ethnicity, or national origin. Basic themes, emphasized at different levels in these curricula, explore the Catholic church as: (1) hospitable; (2) culturally rich and enriching; (3) caring; (4) prophetic; and (5) mission and evangelizing. Thirty-four lessons are presented for the different levels and settings. Supplementary material provides approaches for parent and adult sessions and youth retreats. Twenty-four appendixes provide supplemental information. Handouts and reproduction masters are included in the lesson plans. (SLD)

ED 404 394 UD 031 501

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
PUB DATE- 96
NOTE- 53p.; For a related document, see UD 031 500.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Catholic Educators; Catholics; *Catholic Schools; Cultural Awareness; Elementary Secondary Education; *Immigrants; Multicultural Education; Parent Education; Program Development; Public Policy; *Refugees; *Religious Education; Social Attitudes; Teacher Education

The essays in this collection are presented as reflections to accompany an educational guide on the response of the Catholic Christian to immigrants and refugees. The following essays are included: (1) "Refugees Today: Rescue or Containment?" (Richard Ryscavage); (2) "Catholic Church Teachings and Documents Regarding Immigration: Theological Reflection on Immigration" Michael A. Blume); (3) "The Rights of People Regarding Migration: A Perspective from Catholic Social Teaching" (Kenneth R. Himes); (4) "Immigrants, Catholics, and the Making of the American People" (William A. Barbieri, Jr.); (5) "United States Immigration and Refugee Policy: The Legal Framework" (Wendy Young); and (6) "Immigrant Families in Cultural Transition" (Gelasia Marquez Marinas). (Contains 29 references.) (SLD)

ED 404 395 UD 031 502

Leadbeater, Bonnie J. Ross, Ed.; Way, Niobe, Ed.
Urban Girls: Resisting Stereotypes, Creating Identities.
PUB DATE- 96
NOTE- 409p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Career Development; *Child Development; *Females; Health; *Interpersonal Relationship; Mentors; Sex Differences; Sexuality; *Urban Youth
IDENTIFIERS- Identity Formation

This book presents the efforts of a number of researchers to understand the development of diverse groups of adolescent girls by focusing on the experience of low-income adolescent girls on their own terms, and usually in their own voices. In some chapters, girls are the sole focus of discussion, and in others, boys and girls are discussed in order to highlight often come at the expense of current low-income residents as upscale living replaces businesses and homes and raises rents. Local Community Development Organizations (CDOs) offer an alternative path to economic development by being a foundation for neighborhood efforts that meet the needs of community residents. Resources for CDOs come from a variety of sources, chief among them being the public sector and the Federal government. Data for Chicago show that funding for neighborhood-level economic development activities in Chicago has been relatively meager, because of both competing interests in the city budget and a lack of Federal commitment to rebuilding the inner city. Data also show that the economic neighborhood development resources expended through the City of Chicago's corporate budget are concentrated in high-income areas. This report highlights neighborhoods that should receive greater levels of support for economic development. If sufficient proposals have not come from these communities, the City, foundations, and civic organizations should take the lead to create and assist CDOs to generate development. Five appendixes provide tables of data about neighborhood development. (Contains 2 tables, 5 maps, and 20 appendix tables.) (SLD)

ED 404 415   UD 031 527

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
PUB DATE- 19 Jan 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ethnic Groups; *Futures (of Society); Low Income Groups; *Policy Formation; *Poverty; Public Policy; Racial Bias; Racial Differences; Racial Discrimination; *Racial Segregation; United States History; *Urban Problems; Urban Youth
IDENTIFIERS- *Illinois (Chicago)

In January 1994, the Chicago Urban League (Illinois) brought together 11 of Chicago's leading scholars and community leaders for a discussion of the intersection of race and poverty. Nearly 300 people attended the symposium. The tone of the opening panel, "Racial/Ethnic Community Structures and the Making of Public Policy," was set by remarks by Paul Kleppner, who questioned whether people in Chicago have learned enough from their past to create consensus around public policy issues. Policy making issues were discussed by the four panel participants: Sokoni Karanja, Bernarda Wong, Jean Mayer, and Migdalia Rivera. The discussions of this panel made it clear that broad generalizations about any single group are made at great risk. The second panel, "Structure of Racial Segregation and Poverty," brought together the scholars William J. Wilson and Douglas S. Massey with radio host John D. Calloway to discuss segregation as a fundamentally divisive force in American urban life. The final panel, moderated by Kenneth Smith, brought together sociology professor Aldon Morris and business executive James O'Connor for a discussion of the future of policy making and the need for change. (SLD)

ED 404 416   UD 031 533

Lin, Josh C. H.
Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
PUB DATE- 10 Aug 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American

environments. (ND)

ED 404 315 SP 037 138

Robbins, Veronica; Skillings, Mary Jo
University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
PUB DATE- 19 Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Cultural Awareness; Elementary Education; *Field Experience Programs; Higher Education; Mentors; *Partnerships in Education; Preservice Teacher Education; Public Schools; Student Teachers; *Teacher Education Programs
IDENTIFIERS- *California State University San Bernardino; *Diversity (Student)

The Collaborative Learning Network: Project Genesis, a partnership between California State University, San Bernardino, and the Ontario-Monclair School District (California) and its consortium districts is a multi-faceted program consisting of three levels of training and support. Phase one, Undergraduate Service Learning, recruits potential teacher candidates by providing undergraduate credit for working in elementary and middle school classrooms. Phase two, Project Genesis, Preservice Training, integrates teaching, learning theory and methodology, and classroom management courses with classroom practice during the preservice year. In phase three, Beginning Teachers: Project Learn, new teachers are assigned to mentor teachers for their first 2 years of teaching, and also attend workshops covering topics such as planning instruction, teaching models, classroom management, assessment, and cultural diversity. Of the 79 teachers who received their credentials between 1992 and 1996 through Project Genesis, 99 percent are still teaching, and 97 percent of these are still teaching at their original school site. While 25 percent of Project Genesis participants became bilingual teachers, all worked in classrooms with limited English proficient students. Also project participants, after their first year of teaching, indicated that they felt well prepared to take on responsibilities of full-time teaching and more able to meet the needs of linguistically and culturally diverse students. The blending of coursework and practice during the preservice year helped participants learn how to develop and implement curriculum effectively. (ND)

ED 404 316 SP 037 140

Bradshaw, Lynn K.; Hawk, Parmalee P.
Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
PUB DATE- 10 Dec 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Staff Development Council (Vancouver, British Columbia, Canada, December 10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 404 335 SP 037 170

Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.
PUB DATE- 96
NOTE- 41p.; This report is a sequel to "Policy Briefs" (Report No. 1, 1996), "Human Services Coordination: Who Cares?"
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Family Programs; *Human Services; *Integrated Services; Profiles; Public Schools; *Social Services; State Programs
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; Wisconsin

This report highlights the North Central Regional Educational Laboratory (NCREL) states' efforts in integrated services and provides commentaries by experts on their experiences in the field. Steven Preister's "Overview" from Report No. 1 serves as the framework for the report, describing NCREL states' current and future agendas, exploring key concepts of human services, and providing information on specific issues that still need to be addressed by the states. State profiles are provided for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Also included are brief articles: "Reforming Human Services Delivery for Outcomes Accountability" (Robin LaSota of NCREL); "Human Services Reform in Illinois: Turning Rhetoric to Reality" (Beverly Walker, Assistant to the Governor of Illinois for the Governor's Task Force on Human Services Reform); "An Interview with Cheryl Sullivan, Secretary of the Indiana Family and Social Services Administration"; "The Mancelona Family Resource Center: A Microcosm of Change in Michigan" (Gary Knapp); and "Ohio Family & Children First Initiative: A Record of Results of School Readiness" excerpted from a briefing from the Office of the Governor. References are included at end of articles and profiles. (ND)

ED 404 336 SP 037 171

Lowden, Kevin; Powney, Janet
An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
PUB DATE- Nov 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Foreign Countries; *Health Education; Models; Program Evaluation; Program Implementation; *Sex Education; *Sexuality; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Scotland

This publication reports on an evaluation commissioned by the Greater Glasgow (Scotland) Health Board of a school sexual health education program. The program emphasized providing accurate and relevant sexual health information; promoting pupils' ownership of their own sexual health issues; developing pupils' informed decision-making abilities concerning sexual activity; and encouraging peer support within classes. The findings of the 1993 evaluation revealed that while the model had taken time and resources, this approach had led to a curriculum that met the sexual health needs of the majority of categories. (Contains 14 tables, 5 appendix tables, 6 appendix figures, and 25 references.) (SLD)

ED 404 356 TM 026 146

Baxter, Anthony G.
Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
PUB DATE- 4 Oct 96
NOTE- 52p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College Students; *Education Majors; Elementary Secondary Education; Followup Studies; Higher Education; Pretests Posttests; Professional Education; *Qualitative Research; *Research Methodology; Student Attitudes; Student Teachers; *Student Teaching; *Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *Preservice Teachers

The combination of quantitative and qualitative methods as a way to improve research into the clinical preparation of teachers was studied using varied clinical-instruction models to quantify preservice teachers' perceptions of being prepared for inservice teaching. A traditional professional model emphasizes the idea of the teacher as leader and manager; an integrated model incorporates liberal theories to the professional model to emphasize the relationship between theory and practice and teacher preparedness for broader-based functions of inservice teaching. Loglinear analysis of survey results from 342 preservice teachers revealed that the overall effect of clinical instruction is highly significant (chi square = 59.18) (p .00001). With pretest effects controlled, subjects' odds of perceiving themselves as fully prepared are 7.1 times greater (p .0001) for "integrated-model" subjects than for "professional-model" subjects. The qualitative followup with 76 subjects, at one year, revealed that the odds of being inducted as full-time inservice teachers are 19.7 times greater (chi square = 16.19) (p .005) for subjects who earlier perceived themselves as fully prepared than for those who did not. Concluding that the positive effect of the integrated model exceeds that of the professional model, the study discusses functional and significant implications of clinical instruction. Two appendixes present the criteria for selecting students teaching placement sites and evaluation forms for student use. (Contains 3 tables and 46 references.) (SLD)

ED 404 357 TM 026 148

Herman, William E.
An Analysis of Multiple-Choice Test Item Booklets.
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Metacognition; *Multiple Choice Tests; *Responses; Testing; *Test Items; Test Results;

a few special features of the NAEP. The examples use a set of 1,000 eighth graders assessed in mathematics. These mini-files are used to illustrate several basic NAEP analyses. Five appendixes present file layouts and variable information, as well as a guide to using the attached primer computer disk. (Contains 28 figures, 2 tables, and 46 references.) (SLD)

ED 404 375 TM 026 461

Linn, Robert L.; Baker, Eva L.
Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; *Data Analysis; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; National Surveys; Scaling; Student Motivation; Test Interpretation; Test Use; *Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

During the past 6 years, under a contract from the National Center for Education Statistics, a Technical Review Panel has overseen and conducted a series of research studies addressing a range of validity questions relevant to the various uses and interpretations of the National Assessment of Educational Progress (NAEP). Study topics included: (1) the quality of NAEP data; (2) the number and character of NAEP scales; (3) the robustness of NAEP trend lines; (4) the trustworthiness of and interpretation of group comparisons; (5) the validity of interpretations of NAEP anchor points and achievement levels; (6) the linking of other test results to NAEP; (7) the effects of student motivation on performance; (8) the adequacy of NAEP data on student background and instructional experiences; and (9) what is understood from NAEP reports by educators and policy makers. This report describes the questions addressed by each study and summarizes the most important findings. In addition, general conclusions based on this body of research are presented and related to the major purposes of the NAEP. A general conclusion is that the evolving and growing range of uses to which NAEP is put will create the need for ongoing validation work of the sort illustrated by the Panel's studies. (Contains 61 references.) (Author/SLD)

ED 404 376 TM 026 462

Integrated Postsecondary Education Data System, 1994. CD-ROM .
PUB DATE- Jan 97
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- stood from NAEP reports by educ
This report describes the questions addressed by each stud
DESCRIPTORS- *Colleges; Data Analysis; *Data Collection; Educational Finance; Enrollment; Graduation; Higher Education; *Institutional Characteristics; Teacher Salaries; *Tenure; *User Needs (Information)
IDENTIFIERS- Data Files; *Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from primary providers (institutions) of postsecondary education. It is the gender similarities and differences in development. The selections emphasize what is normative about adolescence in 21 chapters grouped into the following sections: (1) "Identity Development"; (2) "Family Relationships"; (3) "Peer Relationships"; (4) "Mentoring Relationships"; (5) "Sexuality"; (6) "Health Risks"; and (7) "Career Development." These essays concern how young low-income urban adolescent girls define the goals that shape who they are becoming and the steps they make toward claiming adult identities. These articles offer concrete answers to questions of how culture and limited resources influence adolescent development. Each chapter contains references. (Contains 19 tables.) (SLD)

ED 404 396 UD 031 503

Harris, Kathleen Mullan
Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
PUB DATE- 97
NOTE- 195p.; Foreword by Frank F. Furstenberg, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Blacks; Employment Patterns; Longitudinal Studies; Low Income Groups; *Mothers; Public Policy; *Urban Youth; *Welfare Recipients; Welfare Services
IDENTIFIERS- Maryland (Baltimore)

A longitudinal study of urban (Baltimore) black teenage mothers and their welfare experiences following the birth of their first child was started in the 1960s by Frank Furstenberg and has continued for more than 20 years. Information was gathered from 3 generations of the families of 300 women. Most of the school-aged mothers were not married at the time of birth and most came from very poor families. Although welfare touched the majority of these young women's lives, the average length of receipt was short, and chronic dependence on welfare was rare. There was substantial labor market activity among these young women, but this work did not always provide a permanent exit from welfare because most of these women worked in low- wage jobs without employee benefits. The author concludes that education offers some opportunity for teenage mothers to escape welfare dependency, but housing assistance, child care, and good health insurance would provide opportunity for more drastic long-term improvement. It is also concluded that those who study welfare mothers should pay attention to their working conditions, rather than the presence or absence of the work effort. Following an introduction, Chapter 2 describes the study methodology. Chapter 3 examines the welfare behavior of teen mothers, and Chapter 4 examines the process by which they enter the welfare system. Chapter 5 describes the ways women leave welfare, and Chapter 6 considers what happens when they do. Chapter 7 focuses on the relationship between work and welfare, and the final chapter synthesizes the research findings and their implications for welfare policy. Two appendixes discuss data reliability and analysis methods. (Contains 19 tables, 8 figures, and 236 references.) (SLD)

ED 404 397 UD 031 504

Ames, Lynda J.; Ellsworth, Jeanne
Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
PUB DATE- 97
NOTE- 251p.

Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Acculturation; *Adjustment (to Environment); Cultural Awareness; Cultural Background; Economic Factors; Family (Sociological Unit); Foreign Countries; *Immigrants; Immigration; Language Minorities; *Limited English Speaking; Religious Cultural Groups
IDENTIFIERS- *Chinese People; *Psychosocial Factors; Taiwan

The unique characteristics of immigrants from Taiwan are explored, and the strategies they use in adapting to life in the United States are described. Recent Taiwanese immigrants have been characterized by their diversity in background, their high economic and social status, a variety of reasons for immigration, and sequential migration patterns. Communication is one of the common problems for Taiwanese immigrants because they do not have formal American education. Loss of family unity is another common adjustment problem. Role and status changes face Taiwanese immigrants as they do members of other groups. Six case studies of immigrant families illustrate the experiences of immigrants from Taiwan and their common difficulties. Splitting the household is a common strategy immigrants from Taiwan adapt for economic reasons. High investment in education and pursuit of adult education are strategies they also use to advance in their new country. Religious affiliation and community involvement provide support for many immigrants from Taiwan. Suggestions are made to enhance the mental health of immigrants from Taiwan in the United States. The family is advised to stay together, and parents are also advised to study the English language and the American culture and to have realistic educational expectations for their children. (Contains seven references.) (SLD)

ED 404 417 UD 031 534

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
SPONS. AGENCY- Children Achieving Challenge, Philadelphia, PA.
PUB DATE- 96
NOTE- 126p.; A separately published 20-page "executive summary" has been appended to the full report.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Cooperation; *Educational Change; Educational Finance; Elementary Secondary Education; Incentives; Inservice Teacher Education; *Organizational Development; Program Evaluation; *Standards; *Urban Education; Urban Schools
IDENTIFIERS- *Philadelphia School District PA

This report examines the process of school reform in Philadelphia (Pennsylvania) during the last half of the 1995-96 school year. It focuses on the progress of the Children Achieving initiative in the first 6 of the projected 22 clusters and considers 11 schools in these 6 clusters in detail. The focus of work in this first year of operation was to develop standards, put the infrastructure in place that would support reform, establish the relationships needed to make the infrastructure work, begin preparing teachers to use the new standards, and design and win support for an accountability system and incentives. The standards and incentives embedded into this accountability

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Evaluation Methods; Higher Education; Mentors; *Portfolio Assessment; Reflective Teaching; State Standards; *Teacher Certification; *Teacher Evaluation
IDENTIFIERS- East Carolina University NC; *Project ACT; *Project TEACH

This paper discusses the results of three pilot projects in which portfolios developed by beginning teachers were used as the basis for the decision to award or deny a continuing teaching license. Highlights are outlined from each project: Project ACT, an alternative certification program through East Carolina University; Project TEACH!, a 3-year effort by Teach for America to partner with school districts to recruit, select, develop, assess, and "license" new teachers; and Performance-Based Licensure Project, an alternative to induction programs using ratings on the North Carolina Teacher Performance Appraisal Instrument (TPAI) as the basis for continuing licensure. The portfolio process was found to broaden the definition of teaching performance, promote reflective practice for beginning teachers, and improve the support provided by mentors and principals. Two major concerns with the process were the costs of portfolio development and assessment, and the need for valid and reliable decisions regarding licensure and continuing employment. Strategies to strengthen the portfolio process and implications for staff development are outlined. Appendices include: (1) Model Standards for Beginning Teacher Licensing and Development; (2) Matrix of Sample Evidence; (3) Evaluation of Portfolio Evidence form; (4) Standards for Staff Development--National Staff Development Council; and (5) The Relationship among the Standards (a chart). (ND)

ED 404 317 SP 037 142

Oliver, Peter V.; Boudreau, Louis A.
A Scale Measuring the Ability To Relax Others.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Higher Education; *Interpersonal Competence; Measurement Techniques; *Personality Traits; *Rating Scales; *Relaxation Training; *Stress Management; Teacher Effectiveness; *Test Validity
IDENTIFIERS- *Relaxation

The present research developed and validated a self-reported instrument called the "Relaxing Others Scale" (ROS), which is designed to identify individuals who possess the ability to relax others. A second part of the study involved assessing the construct validity of the ROS. Participants in the study were male and female dormitory residents, ages 18-21, at the University of Hartford (Connecticut) and the University of Connecticut. Reliability analysis showed that the ROS demonstrated good internal consistency and significant individual item-to-total-score correlations. ANOVA (Analysis of Variance) revealed a significant difference between scale scores for individuals who were nominated as relaxers over individuals who were nominated as non-relaxers. Further, Pearson correlations indicated that the ROS has considerable construct validity. (Contains 10 references.) (Author/ND)

ED 404 318 SP 037 143

pupils in the target school, developed and enhanced teachers' skills, and promoted teachers' confidence in providing sexual health education. Overall themes emerging from the evaluations are summarized in five broad categories: (1) pupils' satisfaction with the program; (2) communication issues between teachers and pupils; (3) factors affecting learning and pupil involvement; (4) the role of external providers of sexual health education; and (5) the challenge for collaborative sexual health programs. Summaries of the three phases of the sexual health program and corresponding evaluation and findings are included in the appendices. Contains nine references. (ND)

ED 404 337 SP 037 175

Royal, Mark; And Others
Teachers' Sense of Community: How Do Public and Private School Compare?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; *Community; Elementary Secondary Education; *Private Schools; *Public Schools; *School Culture; Teacher Attitudes; Teachers; Teaching Conditions
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This Issues Brief uses data from Schools and Staffing Surveys (SASS) conducted in 1987-88 and 1993-94 to examine teachers' sense of community in U.S. public and private schools. The brief examines teachers' perceptions of: (1) the extent to which staff members share common goals, beliefs, and expectations with respect to schooling; (2) the extent to which school governance procedures involve and support teachers; and (3) the extent to which relations among staff members are collegial and cooperative. The results indicated that private school teachers experience a stronger sense of community at work than do public school teachers, no matter the size of the school. Also, in keeping with prior research, study results indicated that school size is related to teachers' sense of community in both sectors, with teachers in small schools generally reporting a greater sense of community than teachers in large schools. This finding suggests that recent efforts to break down large public schools into smaller units (e.g. schools within schools) may be beneficial not only to students but to teachers as well. (ND)

ED 404 338 TM 019 820

Gormley, Kathleen A.; And Others
Gender and Ability Differences in Children's Writing.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Childrens Writing; Comparative Analysis; *Elementary School Students; Elementary School Teachers; Grade 6; Intermediate Grades; Longitudinal Studies; *Reader Response; *Sex Differences; Sex Stereotypes; *Student Journals; Teaching

*Undergraduate Students

Marks made by students on test item booklets were analyzed as a clue to better understanding of the metacognitive strategies employed during the completion of a 100-question multiple-choice final examination. Test item booklets of 56 undergraduates were scrutinized for the frequency of the following item markings; (1) no markings at all; (2) elaborations, which consisted of definitions, examples, etc.; (3) use of a "?" next to items; and (4) option elimination techniques involving marking out alternatives. All subjects marked at least one item on the examination, and overall 58% of the items were marked. Examination performance was found to be related to all marking variables as predicted, although only the lack of item marking relationship was found to be statistically significant. The results suggest that such item markings may be an important artifact of the test taking experience that can lead to better understanding of examination strategies and the overall test taking experience. (Contains two tables and seven references.) (Author/SLD)

ED 404 358 TM 026 149

Hsi, Sherry; Hoadley, Christopher M.
On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Engineering; *Evaluation Methods; Higher Education; Multimedia Instruction; Multimedia Materials; *Online Systems; Student Attitudes
IDENTIFIERS- Impact Evaluation; Online User Groups; Reform Efforts

The Multimedia Forum Kiosk (MFK) is an on-line discussion tool that has been tested as a new technique for assessing curricular reform. MFK collects discussion comments entered into the computer by students and instructors. This paper explores experiences with the MFK as a technique for on-line assessment using multimedia. The context of the assessment is an eight-university coalition of engineering schools called Synthesis, which is sponsored by the National Science Foundation. In this study, the MFK assessment approach was used to document community-wide reactions to aspects of curricular innovation, to foster discussion about new pedagogical practices, and to sample student skills and attitudes that could be demonstrated in an engineering discussion. The MFK allows discussion in an opinion area allowing for one statement of opinion and a discussion area that allows for exchanges of comments. Face icons of all the participants in the discussion made their identities salient and gave discussions a more personal tone. In this context, the MFK was very fruitful in examining curricular reform, a situation in which goals were vague and not based on declarative knowledge. By involving the instructors in conversations with their students, the MFK facilitated the evaluation of curriculum impact. Capturing discussions is a viable way to examine processes and attitudes and a new tool for open-ended assessment. (Contains 1 table, 1 graph, and 10 references.) (SLD) core postsecondary education data collection program of the National Center for Education Statistics. This disc contains one analysis file that includes variables from the five IPEDS survey types for the academic years from 1990-91 through 1994-95. The data have been combined into a single file with each record on the file representing a single institution. The file contains the nearly 1,500 variables that are considered to be most useful to the user community. The disc also contains an ASCII file version for 1994-95 and the individual data files and documentation for the following surveys: (1) Institutional Characteristics; (2) Fall Enrollment; (3) Completions; (4) Finance; and (5) Salaries and Tenure. TYPE OF SURVEY: National Survey. POPULATION: Higher Education Institutions. SAMPLE: Higher Education Institutions. RESPONDENTS: Higher Education Institutions. FREQUENCY OF UPDATE: Annual. YEAR OF EARLIEST DATA: 1990. YEAR OF LATEST DATA: 1995. (SLD)

ED 404 377 TM 026 463

Allen, Nancy L.; And Others
The NAEP 1994 Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 1,032p.
LANGUAGE- English
EDRS Price- MF07/PC42 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Elementary Secondary Education; National Surveys; Research Design; *Research Methodology; Research Reports
IDENTIFIERS- *National Assessment of Educational Progress

The 1994 National Assessment of Educational Progress (NAEP) monitored the performance of students in American schools in reading, U.S. history, geography, mathematics, science, and writing. The sample involved more than 135,000 public and private school students who were 9, 13, or 17 years old and/or in grades 4, 8, and 12. This technical report provides details on instrument development, sample design, data collection, and data analysis procedures for the 1994 NAEP. Steps involved in the NAEP are described from planning through the creation of edited data files. Detailed substantive results are presented in a series of reports by the National Center for Education Statistics. Part I of this report presents details of the design of the assessment and various data collection procedures with chapters on the individual assessments. Part II describes the data analysis procedures and discusses the weighting and variance estimation procedures, the scaling methodology, and the trend and main assessment analyses overall and for the subjects assessed. Chapter 19 presents the basic data from the 1994 assessment. Eleven appendixes contain supplemental information with specific information about aspects of the research methodology and data interpretation. (Contains 269 tables and 29 figures.) (SLD)

ED 404 378 TM 026 486

Loulou, Diane
How To Study for and Take College Tests.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.; Brochure based on the 1995 ERIC Digest "Making the A: How To Study for Tests" written by Diane Loulou for the ERIC

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administration; Empowerment; *Females; Low Income Groups; Parent Education; *Parents; *Policy Formation; *Political Influences; Poverty; Preschool Education; Program Development; *Rural Areas; Teachers
IDENTIFIERS- *Project Head Start

By exploring the everyday experiences of women in a rural Head Start program, this study examines the processes of underprivileged women working to make a better life for themselves and their families. In all, researchers interviewed 42 parents, 7 of them fathers, 18 staff members, and 4 community representatives. To empower mothers, the Head Start program allows many to work as aides or on policy boards to learn how to have an impact on structures that impact their lives. Findings from these participants show that while Head Start programs can make women's lives more manageable and more rewarding, they do not change the structures of poverty. In addition, administrators, for economic reasons, are moving to take more control of local programs, decreasing the control of program mothers and reducing the empowerment potential of the program. (Contains 181 references.) (SLD)

ED 404 398 UD 031 505

Hatcher, Richard; And Others
Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Cultural Differences; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Minority Groups; Multicultural Education; Parent Participation; Political Influences; *Racial Differences; Rural Areas; *School Based Management; School Districts
IDENTIFIERS- *England; *Local Autonomy

How the trend toward school-based management since the 1988 Education Reform Act has affected racial educational equality in England and Wales was studied through an examination of the policies and practices of a British Local Education Authority (LEA), identified as Woodshire. A review of the policies, practices, and events in the Woodshire district was supplemented by in-depth study of four Woodshire secondary schools. The Woodshire LEA is a nonmetropolitan county in England that experienced a severe cut in its educational budget during the study period. There is a relatively low number of ethnic minorities in Woodshire, but the largest of the ethnic minority groups is Pakistani. Interviews with members of the governing bodies of the four targeted schools, document reviews, and observations in the district have provided detailed empirical evidence that racial equality has not benefited from the move to local management of schools. In fact, racial equality has been disadvantaged because of a number of factors. The principal factor at work has been the noninterventionist stance of the LEA, which has attempted to maintain noncontroversial political positions. After discussions of the LEA, chapters focus on: (1) race and school policy; (2) school government and race; (3) English as a second language; (4) cultural issues; (5) student racist behavior; and system will come into play in the future as "drivers" of the next stages of reform. Observation, review of documents, and interviews provided data that show that Children Achieving was on schedule and gaining momentum in spite of fiscal and political challenges. The vision supporting the reform was less well understood at the school level than at the central and cluster offices. Key organizational components of the reform were gaining acceptance, although understanding and support varied across the schools. The schools that made the most progress shared the characteristics of a collective vision, formal structures to support the program, collaborative decision making, and an atmosphere of trust and interdependence. (Contains four tables and one figure.) (SLD)

ED 404 418   UD 031 538

Lewis, James H.; Taylor, D. Garth
A Tax Increase Is Essential To Improve Illinois Schools.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Categorical Aid; Disadvantaged Youth; *Educational Finance; Educational Improvement; Elementary Secondary Education; Financial Support; Needs Assessment; *Resource Allocation; *State Aid; Tax Allocation; *Tax Rates; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Illinois

A tax increase is necessary to improve Illinois public schools, as this analysis demonstrates. When Illinois is compared to the rest of the United States, it has high wealth, low taxes, and low commitment to education. In fact, it has the financial capacity to have much better funded schools. Illinois ranked 12th nationally in average buying income per household, but ranked only 31st nationally in total dollar value of retail sales per household. The school funding for the city of Chicago ranks behind that of other major cities largely because of the low state contributions. The state has failed to fund important education reform programs authorized by the General Assembly in 1985 in the areas of early childhood programs, full-day kindergarten, dropout prevention, reading improvement, and summer programs for the gifted and talented. State funding for education has actually declined over the past decade, if declining purchasing power is taken into account. Children educated in wealthy districts benefit from the superior educational program. Currently Illinois relies heavily on local resources for education financing, but for districts with the least adequate schools, these resources are exhausted. Illinois must raise the corporate and individual income tax rate to increase the state's share of funding for education. (SLD)

ED 404 419   UD 031 539

Lewis, James H.
Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
PUB DATE- Oct 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; Black

It's Elementary. Talking about Gay Issues. Videotape.
PUB DATE- 96
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Elementary Education; *Equal Education; Homophobia; *Homosexuality; Minority Groups; Peer Acceptance; Self Esteem; *Sex Education; Social Discrimination; Social Support Groups; Student Attitudes; Teaching Methods

Many educators are unsure about how to respond to gay issues at the elementary and middle school levels. It has been found that by third grade almost all children have been exposed to some information and misinformation about gay people. If schools are serious about preparing students for the diversity in our communities, preventing violence, and fostering equality between girls and boys, then gay issues will need to be addressed. This 78-minute documentary makes a case that children should be taught to respect all people, including lesbians and gay men, as part of their early education. At its heart is footage of elementary and middle school classrooms where teachers are finding age-appropriate ways to confront anti-gay prejudice and counter gay invisibility. The documentary demystifies what it means to incorporate information about gay people into early education, showing through classroom vignettes how it can be done. It is designed to inspire teachers and administrators to take the next steps at their own schools to increase student knowledge and sensitivity for this aspect of diversity. (JLS)

ED 404 319 SP 037 144

Taylor, David
The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; *Educational Change; Foreign Countries; Higher Education; Paraprofessional School Personnel; Partnerships in Education; Preservice Teacher Education; Secondary Education; Secondary School Teachers; Seminars; *Staff Development; *Teacher Competencies; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Europe

This document reports on a seminar that had the following objectives: (1) to study the links between current training programs for teaching and nonteaching staff and the staff's actual responsibilities and duties; (2) to highlight the new needs of schools, pupils, and society in general; and (3) to highlight trends and innovations in the development of human resources in schools. A paper by Jean-Michel LeClercq, "How Appropriate to Staff Duties Are Staff Training Programmes, in Terms of Human Resources Management?" provided the context for the working groups on the first objective. Teachers' duties and roles are strongly affected by societal changes, and factors that must be considered are the priorities for setting school agendas, the steps for teachers to develop professionally, and partnerships in training new teachers. In "Teachers: New Demands from Pupils, Schools and Society," Denis Kallen emphasized changes in teachers' lives including changes in

Methods; *Whole Language Approach

This study assessed whether girls and boys write differently in their reader response journals for the classes of one sixth-grade teacher over 2 years. A literature-based reading program was used, and the students kept reader response journals. Journals from 9 girls and 11 boys from the first year and 8 girls and 8 boys from the second year were analyzed. Journals were also analyzed from the point of view of reading ability as judged by the teacher. Entries were analyzed in terms of writing features and stereotypic features that distinguish males and females in other research. The most interesting finding was that clear gender differences were apparent. Girls were more likely to initiate and provide scriptal information from their own lives than were boys. Boys in this study received more teacher directives than did girls and, in fact, wrote more questions to the teacher. Girls in this study did not yet quiet their classroom voices, and seemed on equal footing with boys. Students did not, however, differ in their entries about the male and female protagonists from the book. Further research is needed to clarify the extent to which males and females interpret literature differently. One figure illustrates the discussion. Contains 34 references. (SLD)

ED 404 339 TM 021 210

Johnson, William L.; And Others
Assessing School Work Culture: An Analysis and Strategy.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Cooperation; Culture; *Educational Environment; Educational Planning; Educational Practices; Elementary Secondary Education; Human Resources; Institutional Evaluation; Models; *Organizational Climate; Organizational Objectives; Pilot Projects; *Principals; Productivity; Professional Development; Program Development; *School Restructuring; *Teachers
IDENTIFIERS- Organizational Culture; *School Culture; School Work Culture Profile

School culture has recently emerged as a framework for the study and interpretation of the structure and development of schools. This paper reviews a work culture productivity model and reports the development of a culture instrument. The use of second-order component analysis shows areas of generalization across primary factors. The School Work Culture Profile (SWCP) is organized under four subscales representing the dimensions of: (1) school-wide planning; (2) professional development; (3) program development; and (4) school assessment. The total sample to which the SWCP was administered, after development and pilot testing, was 925 educators from Florida schools, with the ratio of teachers to principals approximately 4 to 1. Overall, findings suggest 10 first-order factors of 52 questions, and findings of the second-order solution suggest there are four higher order factors. These suggest a realignment of school practices around independent sets of work culture features centering on continuous improvement, human resource development, strategic planning and accountability, and collaboration. Four tables present study findings. An

ED 404 359 TM 026 155

Bruno, Rosalind R.; Curry, Andrea
School Enrollment - Social and Economic Characteristics of Students: October 1994.
PUB DATE- Sep 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Dropouts; *Economic Factors; Educational Attainment; Educational Trends; *Elementary Secondary Education; *Enrollment; Family Characteristics; *Higher Education; Hispanic Americans; Income; Labor Force; Parents; Preschool Education; Sex Differences; *Social Characteristics; *Student Characteristics; Tables (Data); Trend Analysis; Vocational Education

Data from the U.S. Census describe the economic and social characteristics of students enrolled in elementary, secondary, and higher education as of October 1994. At that time approximately 69.3 million persons were enrolled in regular education at nursery school through college levels. About 45.1 million of these were between the traditional school ages of 6 and 17. About 8.1 million children were enrolled in nursery school or kindergarten, and elementary school enrollment was higher than that of the previous year at about 31.5 million. High school enrollment totaled 14.6 million, up significantly from the 13.7 million of fall 1993. The annual high school dropout rate was higher, at about 5%, than that of 1993. In October 1994, 15.0 million people were enrolled in colleges across the nation, an increase from the 13.9 million of 1993. Data are shown for U.S. students for age, sex, race, Hispanic origin, marital status, family status, family income, education of the householder, labor force status, metropolitan residence, region, and mother's labor force status and education (for preprimary education). Vocational school enrollment is shown separately. Three appendixes present supplementary tables, definitions and explanations, and a discussion of the source and accuracy of the estimates. (Contains 9 text tables, 3 figures, 19 detailed tables, and 15 appendix tables.) (SLD)

ED 404 360 TM 026 156

Devine, Marion; And Others
Higher Grade Examination Performance (1987-1994). Interchange No. 42.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 96
NOTE- 12p.; For the full report, see TM 026 144.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; *Biology; Change; *English; Foreign Countries; *Geography; *Mathematics; Secondary Education; Secondary School Students; *Standards
IDENTIFIERS- *Scotland; Subject Content Knowledge

Performance over time of Scottish students was examined for Higher Grade examinations in biology, English, geography, and mathematics. Statistics have shown that the number of students gaining passes on these Higher Grade examinations is increasing from year to year, and the question of whether the standards for these examinations have been eroded has been raised. The

Clearinghouse on Assessment and Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Students; *Essay Tests; Higher Education; *Objective Tests; Review (Reexamination); *Study Habits; Study Skills; Test Anxiety; Test Format; *Testing Problems; Test Length; *Test Wiseness; Timed Tests

This brochure offers a plan to help college students study for tests. It explains how to prepare for a test and reviews techniques for taking multiple choice, essay, and other types of examinations. Organization, planning, and time management are essential for becoming a successful student. Regular reviews are the key to reducing test anxiety and taking tests successfully. Frequent review is very important. Creating review tools such as flashcards, chapter outlines, and summaries will help the student organize and remember material. Another useful tool is a study checklist. For some subjects, study groups are an effective tool. On exam day the student should arrive early and get organized. Paying attention to the directions, scanning the entire test, and estimating the time needed for each question are useful preliminaries. Specific tips are given for multiple choice, true-false, open-book, short-answer, and essay tests. The most important thing to remember about studying for tests is that by studying, the student ensures better learning of the material covered. The ERIC Clearinghouse on Assessment and Evaluation and seven print sources are listed for further information about taking tests. (SLD)

ED 404 379 TM 026 487

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
PUB DATE- Dec 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Early Childhood Education; Educational Assessment; Educational Objectives; *Educational Research; Educational Technology; Elementary Secondary Education; Family Involvement; Higher Education; Models; Needs Assessment; Professional Development; *Research Needs; *Standards; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- *Priorities

This report, first of a biennial series, establishes national priorities for education research. The priorities reflect the ideas and concerns of students, parents, educators, community members, policymakers, and researchers. The seven national priorities that are defined are: (1) improving learning and development in early childhood; (2) improving curriculum, instruction, assessment, and student learning at all levels of education; (3) ensuring effective teaching by expanding the supply of potential teachers, improving teacher preparation, and promoting career-long professional development at all levels of education; (4) strengthening schools; (5) supporting

(6) relations with ethnic minority parents. (Contains 2 tables and 24 references.) (SLD)

ED 404 399 UD 031 506

Channer, Yvonne
I Am a Promise. The School Achievement of British African Caribbeans.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Blacks; *Church Role; *Educational Attainment; Elementary Secondary Education; Foreign Countries; Parents; Racial Discrimination; *Religion; Religious Cultural Groups; Religious Factors; Social Support Groups
IDENTIFIERS- Africans; *Caribbean Islanders; *England

Although the common perception is that children of African Caribbean descent do poorly in British schools, evidence has been gathered that indicates that this is by no means always the case. The association between the academic achievement of British African Caribbeans and their religious backgrounds is explored in this study of high-achieving members of the African Caribbean community, primarily in Sheffield (England). Twelve subjects were interviewed, and six are described in detail to show the role religion has played in their educational achievement. Exploration of the role of religion in the lives of these people centers on its role in the development of self-discipline, the benefits of religion, disenchantment with religion, and the role of parental religion. In addition to its role in the educational achievement of members, religion plays a role in aiding resistance against racial oppression. Religion and education both provide a psychological and social framework in which black people can operate effectively in a racist society. (Contains 262 references.) (SLD)

ED 404 400 UD 031 507

Dodsworth, Pamela; Cameron, Catherine Ann
Experiences That Prevent Peaceful Learning.
PUB DATE- Aug 96
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; *Conflict Resolution; Foreign Countries; High Schools; *High School Students; Incidence; School Safety; Student Surveys; *Urban Schools; *Violence
IDENTIFIERS- New Brunswick

Teachers at an urban high school in New Brunswick (Canada) were reluctant to begin an intervention program directed at student anger and violence until they had gained input from the students themselves. A survey was conducted of the students' experience with violence and their opinions about how to address the problem. Participants were 769 (395 males and 374 females) 10th, 11th, and 12th graders, approximately 77% of the school population. Approximately 10% of the respondents reported experiencing either physical or emotional violence on a daily basis, and a further 10% reported weekly encounters. An

Students; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Low Income Groups; *Public Schools; *Racial Differences; *Standardized Tests; *Test Results; Urban Schools; Urban Youth; White Students
IDENTIFIERS- *Chicago Public Schools IL

Throughout the Chicago Public Schools systematic differences exist between the performance of children of different racial and ethnic groups. In most schools where students of more than one group are found, Asians and Whites test at higher levels than Blacks and Hispanics. When income level and school type are controlled, small differences are found in achievement levels between students of different races. These differences lie mainly in the large percentages of White and Asian students who test in the top quartile against national norms and large percentages of Blacks and Hispanics who test in the bottom quartile. Students of all racial groups in academic magnet schools and schools with competitive entry requirements perform well above norms with Asians and Whites performing consistently at extremely high levels. This analysis identifies the racial and programmatic groups of children who are excelling in the public schools and others who are failing. Overall, findings suggest that something in the educational process between grades one and four causes Black and Hispanic students to lose ground to Whites in reading, and Blacks to lose ground to Whites in mathematics. If these differences are caused by differential effects of teaching method, it is an effect in the early grades that seems to disappear. This evidence is consistent with findings that early childhood programs raise disadvantaged children's performance levels. (Contains four tables and six figures.) (SLD)

ED 404 420   UD 031 541

Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; *Conflict Resolution; Curriculum; Evaluation Methods; Intermediate Grades; Junior High Schools; *Middle Schools; *Prevention; Program Evaluation; School Safety; Student Attitudes; *Violence
IDENTIFIERS- Middle School Students; New York City Board of Education; Peer Mediation; *Project STOP NY

A 16-month evaluation sponsored by the National Institute of Justice compared the separate and combined impact of two New York City middle school violence prevention programs from February 1993 to June 1994. Project Schools Teaching Options for Peace (S.T.O.P.), a traditional conflict resolution program with a curriculum and peer mediation was offered at all four middle schools studied. The Safe Harbor program, which includes a curriculum, a counseling component, and a schoolwide antiviolence campaign, was offered at three of the four schools. The programs were separately housed at the schools, and students tended to be more involved in one or the other. For this reason, the targeted approach of the school with only Project S.T.O.P. was not compared with the comprehensive approach of the others. Instead, the evaluation focused on assessing the programs individually. Inventories about student experience with violence completed by about 2,000 students, interviews with 72 students and 37 teachers, and school relation to initial training, induction, and in-service training. Trends from several countries are summarized, and recommendations and issues for further discussion are outlined in five broad categories: teacher education and educational goals; skills, competencies, and qualities needed by teachers; creating multi-disciplinary teams to achieve school goals; and incorporating the European dimension more fully into initial and in-service teacher education. Included in the appendices are an outline of the seminar program, a list of participants, and the addresses by LeClercq and Kallen. (ND)

ED 404 320 SP 037 145

Scheichl, Andrea
The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Activities; *Cultural Exchange; *Cultural Interrelationships; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Intercultural Programs; International Cooperation; Seminars; Tourism
IDENTIFIERS- Austria; Culture Transmission; *Europe (Central); *Europe (East); Germany; Hungary

The 66th Council of Europe Teacher's Seminar focused on the Danube as actual and symbolic thoroughfare of European culture and ways to use it for teaching purposes. Presentations included: "Introductory Talk on 'The Danube'" (Andrea Scheichl); "The Danube, with Particular Reference to the Austrian Section" (Hans Trsek); "The Danube as a Commercial Thoroughfare and Economic Factor through the Ages" (Roman Sandgruber); "Europe between Visions of a Central European State and Plans for a Danube Federation (Klaus Kock); "The Art and Culture of Religious Institutions, as Exemplified by Klosterneuburg Abbey" (Karl Holubar); and "The Hungarian School System--the German School in Budapest" (Iren Rab), as well as a report on the participants' excursion to the Upper Danube. Participants divided into groups to explore five subjects: the features shared by and differences between the Danube and other large European rivers; the natural environment, its protection and preservation as well as possible use for educational purposes and tourism; the concept of "Europe" and the Danube as an element that binds Europe together; tourism and cultural transfer; and the feasibility of a Danube festival. A list of participants is appended. (ND)

ED 404 321 SP 037 146

Newcomb, Thomas L.
Grants for Beginners: The Painless Guide for Teachers.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Grants; *Grantsmanship; *Proposal Writing; *Teachers

appendix contains the SWCP. (Contains 52 references.)
(Author/SLD)

ED 404 340 TM 022 135

Ball, Donald W.; Ostrander, Laura R.
A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
PUB DATE- 20 Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related paper, see TM 022 136. The full report on which this summary is based is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Field Tests; *Parent Attitudes; Parents; Public Schools; Secondary School Teachers; Statistical Studies; Surveys; *Teacher Effectiveness; Teaching Methods; Test Construction
IDENTIFIERS- *Client Satisfaction; *Virginia Beach Schools VA

In 1992-93 a client satisfaction plan for teachers was developed and implemented in the Virginia Beach (Virginia) public school system. This report describes the processes of design and implementation as well as preliminary findings from the field test of a survey soliciting parent perceptions of teacher performance. Although students were recognized as the clients of teachers, parent were the target client group in this study. Forty-six percent of the district's teachers volunteered to participate, and 40,128 forms of a survey developed for the study were sent to parents of their students. The overall return rate was slightly over 50%. These were compiled for each participating teacher. Results were positive, with parent comments about teachers generally favorable. Parents supported the idea of client satisfaction and generally appreciated the teachers' efforts. Results were used to refine the survey for later use. Five tables present survey findings. (SLD)

ED 404 341 TM 022 136

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related paper, see TM 022 135. The full report on which this summary is based is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Field Tests; *Parent Attitudes; Parents; Public Schools; Questionnaires; Secondary School Teachers; Surveys; *Teacher Effectiveness; Teaching Methods; Test Construction
IDENTIFIERS- *Client Satisfaction; *Virginia Beach Schools VA

In 1993 teachers in the Virginia Beach (Virginia) public schools asked parents what they think about classroom practices as part of a client satisfaction project. A questionnaire called the Parent Perception Survey was mailed to more than 40,000 homes to ask about parent satisfaction with the teaching their

study analyzed original test scripts, beginning with 1987 as the earliest year for which scripts were available for all subjects. In general, 100 scripts were used for each subject for each year; variations that caused small reductions in the actual number of scripts are noted in the sections describing each subject. The analysis supports the conclusion that there are no grounds for believing that there has been any change in the standards of performance for any given band of award (ranging from A to no award). The detailed differences that appeared in some instances were attributable to features of the examination papers in particular years, small sample sizes in some instances, changes to syllabi, and differences in the difficulty level of individual questions in certain papers. (SLD)

ED 404 361 TM 026 157

Barcikowski, Robert S.; Elliott, Ronald S.
Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
PUB DATE- Oct 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Education Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Educational Research; *Monte Carlo Methods; *Research Design; Research Methodology; Robustness (Statistics)
IDENTIFIERS- Paired Comparisons; Power (Statistics); *Repeated Measures Design; *Single Group Design; Type I Errors; Type II Errors

A large number of pairwise multiple comparisons (P-MCPs) have been introduced recently to the educational research community. The use of these P-MCPs with single group repeated measures data was studied through an exploratory Monte Carlo study of P-MCPs that have been shown to control different types of Type 2 error and Type 1 familywise error under both no violations and violations of assumptions in other designs. A second purpose of the study was to recommend the P-MCPs based on ease of use. The stringent level of robustness developed by J. V. Bradley (1978) was used to examine the P-MCPs empirical rate of Type 1 error, and the range of sphericity was expanded to cover the values found in practice more realistically. Pairwise power among the P-MCPs was also compared. Nine P-MCPs were studied. Results indicate that all the new methods can not be recommended with single group repeated measures designs because their omnibus tests failed to control Type I error adequately. A familiar and easy-to-calculate method, the Dunn-Bonferroni procedure, successfully controlled familywise Type I error and may be recommended for use as a followup procedure with single group repeated measures designs. Further research with single group repeated measures designs through the Studentized maximum modulus statistic is recommended. (Contains 3 tables and 27 references.) (SLD)

ED 404 362 TM 026 253

Clemons, Bob; Vanneman, Alan
NAEP on the Net. http://www.ed.gov/NCES/naep/.
PUB DATE- Dec 96
NOTE- 3p.

schools to prepare diverse populations to meet high standards; (6) promoting learning in informal and formal settings; and (7) understanding the changing requirements for adult competence. Within each of these priorities, it will be essential to ensure equity and reflect diversity, stress the importance of the family, and fulfill the promise of educational technology. These priorities proceed from the belief that public schools should become more public in spirit and in practice. (Contains 114 references.) (SLD)

ED 404 380 UD 031 487

Martin, Shane P.
Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
PUB DATE- 9 Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (St. Paul, MN, November 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Case Studies; Catholic Schools; *Cultural Differences; *Educational Experience; High Schools; Interviews; Males; Racial Discrimination; *School Culture; *Sociocultural Patterns; *Student Attitudes
IDENTIFIERS- African Americans

The case study of an all-male Catholic college preparatory school illustrates that, although the school appears to be a model school, African American students do not feel connected to the school community or culture, and many experience alienation, frustration, and racial prejudice at the school. Initial interview questions were pretested with 10 students, and then surveys of 66 members of the larger student population and 10 faculty members were conducted. The school enrolled 1,355 students at the start of the study, only 35 of whom were African American. Thirteen African American students participated in the study. The experience of the African American students was very different than that of other students. None spoke enthusiastically about belonging to the school community, a finding in contrast with those regarding White, Asian, and American Indian students. None of the African American students was as enthusiastic about the school in general as the majority of students. None thought that the curriculum was reflective of cultural diversity, and most talked about feeling isolated at the school and experiencing racial discrimination. The African American Student Union did play a significant role in the school lives of the African Americans. Findings indicate that ethnicity is an important social construct for ethnic and cultural minority students at the school. (Contains 5 tables and 19 references.) (SLD)

ED 404 381 UD 031 488

Suleiman, Mahmoud F.; Hashem, Mahboub E.
Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
PUB DATE- Dec 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (15th, San Juan, Puerto Rico, December 8-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

additional 25% indicated that they had experienced violence at least once in the last 6 months. Similar responses were given when students were asked how often they were perpetrators of violence. Students reported that the sources of their outbursts were feelings of being threatened, anger at being reprimanded, or responses to drugs or alcohol. Perpetrators of violence against these students were primarily intimates, such as siblings, dating partners, or the same-sex friends of males. Most respondents considered the school a safe place and thought school personnel were supportive. The majority of students endorsed anger management training as a strategy the schools could teach to improve the situation. (SLD)

ED 404 401   UD 031 508

Gordon, Kimberly A.
Resilience and Motivation in Two Ethnic Minority Populations.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Black Students; Cognitive Ability; *Ethnic Groups; Extracurricular Activities; *Hispanic Americans; *Minority Groups; Personality Traits; Secondary Education; Self Concept; *Student Motivation
IDENTIFIERS- African Americans; Hispanic American Students; *Resilience (Personality)

Two studies are reviewed that have uncovered how the motivational patterns of resilient African American and Hispanic adolescents differ from their nonresilient counterparts. The first study found that resilient African American adolescents differed from their nonresilient counterparts in having a stronger cognitive motivational pattern of the four motivational dimensions of ability, environmental support, control, and importance and emphasis. The resilient African American students also placed more emphasis on extracurricular activities and on material gain. Resilient Hispanic adolescents also had motivational patterns that differed from their counterparts. Resilient Hispanic students believed more in their cognitive abilities than the nonresilient adolescents and they placed less of an emphasis on belongingness than their nonresilient counterparts. Resilient African American students had a more robust cognitive motivational pattern, being firmer in purpose and outlook, than the resilient Hispanic adolescents, whose motivational pattern could still be described as tenacious. In both ethnic groups, resilient students believed in the importance of material gain. These studies represent an initial exploration into the motivational patterns of resilience among ethnic groups. (Contains 2 figures and 13 references.) (SLD)

ED 404 402   UD 031 509

McGillis, Daniel
Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
PUB DATE- Jan 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; At Risk Persons;

statistics on discipline and violence were used to evaluate the programs. Higher participation in the programs was associated with higher victimization, probably because victimized students sought out these programs. Students who participated in Safe Harbor became less likely to advocate retaliation in response to conflict than students with no exposure. Participation in both programs altered the belief that respect was achieved through violence. Both programs had positive and strong effects on student attitudes and were well received by teachers. (SLD)

ED 404 421 UD 031 543

Harrell, Adele
Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
PUB DATE- Apr 96
NOTE- 6p.; Summary of a presentation as part of the Research in Progress Seminar Series. Videotape available from the National Criminal Justice Reference System, P.O. Box 6000, Rockville, MD 20895-6000 ($19.95; $24 in other countries; NCJ-153270).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Delinquency; Delivery Systems; Disadvantaged Youth; *Drug Use; *High Risk Students; *Integrated Services; Intervention; Needs Assessment; Prevention; Program Evaluation; Urban Areas; *Urban Youth
IDENTIFIERS- *Case Management; *Children at Risk Program

The Children-at-Risk program (CAR), a drug and delinquency prevention program, targets high-risk adolescents aged 11 to 13 who live in distressed neighborhoods. The program features integrated delivery of comprehensive services that are tailored to the community and involve close collaboration with other services providers. The Urban Institute is conducting an outcome evaluation of the program's impact on school performance, family functioning, delinquent behavior, and substance abuse. The CAR program focuses on small, high-risk geographic areas. Case management of the entire family is the heart of the program, with each family having a case manager to assess needs and supply each family member with appropriate services. The education component is critical. The full evaluation will examine CAR programs in five cities. These preliminary results are for 228 youths from the following cities: (1) Austin (Texas); (2) Bridgeport (Connecticut); (3) Memphis (Tennessee); and (4) Seattle (Washington). Results from these cities indicate that youth in the CAR program had fewer contacts with police and the courts and had higher rates of school attendance and promotion than control groups. There was also evidence of declines in neighborhood crime in CAR neighborhoods in three of the four cities. (SLD)

ED 404 422 UD 031 544

Reglin, Gary L.
Achievement for African-American Students: Strategies for the Diverse Classroom.
PUB DATE- 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

This publication is designed for teachers and other educators who want to write grants but don't know how to get started. Topics covered include: the basics of proposal writing; common elements required in all grants; preparation for writing a proposal, such as researching the project and the funding agency; writing effective proposals; how proposals are evaluated; common errors; foundations; alternative funding sources; inkind support; and tips for looking for grants. (ND)

ED 404 322 SP 037 147

Building Bridges: The Mission & Principles of Professional Development.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Principles; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Mission Statements; *Professional Development; Secondary School Teachers; *Teacher Improvement
IDENTIFIERS- *Department of Education

The mission of the Department of Education's Professional Development Team was to examine the best available research and exemplary practices related to professional development, and to summarize the lessons learned from this knowledge base in the form of principles that might inform practitioners and policymakers across the country and guide the department's efforts in the area of professional development. As developed by the team, the mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. The principles ensure that professional development: focuses on teachers as central to student learning and on individual, collegial, and organizational improvement; respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community and reflects best available research and practice in teaching, learning, and leadership; and enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards. (ND) children were receiving. A teacher task force developed the survey, arriving at a 75-item questionnaire dealing with classroom environment, discipline, homework, grading, instruction, and communication. Field testing resulted in 56 items, divided between two survey forms. Parents of students of 1,610 teachers agreed to participate (40,128 forms were sent out). Better than 50% of the parents returned completed forms. Each participating teacher received a confidential summary of responses from his or her own class as well as an overall look at the grand mean of responses. In general, parents appreciate and value the efforts teachers in Virginia Beach put forth, and they fully support the idea of client satisfaction for the public schools. A refined instrument is being developed for future surveys. Six tables present study data. (SLD)

ED 404 342 TM 024 950

Love, Arnold J., Ed.
Evaluation Methods Sourcebook.
PUB DATE- 91
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultants; Criteria; *Evaluation Methods; Foreign Countries; *Formative Evaluation; Longitudinal Studies; Medical Care Evaluation; Multivariate Analysis; Program Evaluation; *Summative Evaluation; *Test Construction
IDENTIFIERS- *Canada; Multicollinearity; Outliers

The chapters commissioned for this book describe key aspects of evaluation methodology as they are practiced in a Canadian context, providing representative illustrations of recent developments in evaluation methodology as it is currently applied. The following chapters are included: (1) "Program Evaluation with Limited Fiscal and Human Resources" (Paul Favaro and Lorraine E. Ferris); (2) "Issues in Designing the Standardized Questionnaire" (Greg Mason); (3) "Process Evaluation: Rationale and Application" (Alan M. Cohen and Barbara Adams); (4) "Longitudinal Research in Program Evaluation" (Greg Mason); (5) "Methods for the Economic Evaluation of New Health Care Technology: An Overview" (Ronald Wall); (6) "Strategic Choices in Program Evaluation" (Marthe Hurteau); (7) "Multicriteria Analysis: Evaluating a Portfolio of Public Enterprises" (Jean-Paul Paquin and Raymond Paquin); (8) "Special Topics in Applied Multivariate Analysis: Outliers and Multicollinearity" (Barry Spinner); (9) "Getting the Best from Consultants" (Burt Perrin and Kathryn A. Boschen); and (10) "Improving the Quality of Evaluations" (Ronald C. Corbeil and Cameron McQueen). References follow each chapter. (Contains 20 tables, 4 exhibits, and 24 figures). (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; *Elementary Secondary Education; *Information Dissemination; *Internet; National Surveys; Online Systems; *User Needs (Information)
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has developed a home page on the Internet that allows users instant access to current NAEP publications and linkages to data from sources within and outside of the U.S. government. The home page features the following "buttons": (1) information on the NAEP; (2) NAEP activities, a listing of survey cycles and information on meetings and other activities; (3) information on the National Assessment Governing Board; (4) information on the National Center for Education Statistics and its surveys; and (5) access to information on activities of the U.S. Department of Education. (SLD)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication (Thought Transfer); Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Multicultural Education; Social Bias; *Sociocultural Patterns; *Student Attitudes; *Teacher Attitudes; Teacher Effectiveness

The challenge of celebrating diversity in multicultural classrooms requires both teachers and students to be aware of elements influencing the communication process. This essay identifies and discusses relevant sociocultural factors that affect the interaction and learning processes among participants in diverse classrooms. As they recognize their biases, teachers and students must be cognizant of these considerations to establish a meaningful rapport in a learning and teaching environment that values and acknowledges the complex nature of diversity. In particular, the teacher's attitude, personality traits, enthusiasm, sensitivity, and awareness, along with his or her competence, contribute to the success of the communicative process. With optimistic attitudes, teachers can play a significant role as cultural mediators in classrooms. In addition, the student's motivational and attitudinal aspects, along with their multicultural readiness, have a powerful impact on maintaining and nurturing a positive educational atmosphere. By recognizing the role of sociocultural factors in educational settings, both teachers and students will contribute to a more meaningful social and cognitive exchange that is congruent with multiplying learning opportunities in the diverse classroom and consistent with new demands in today's pluralistic society. (Contains 20 references.) (Author/SLD)

*Community Centers; Community Programs; Counseling; *Crime; Disadvantaged Youth; Elementary Secondary Education; *Integrated Services; Job Training; Mentors; *Prevention; Summer Programs; *Urban Youth; Violence; Youth Programs
IDENTIFIERS- New York (New York); New York City Board of Education; *School Based Services

This Program Focus discusses the strategies of the Beacon Community Center Program (the Beacons), the history of its crime prevention programs, and general operations. It focuses on the activities of one particular program, Red Hook in Brooklyn (New York City), before analyzing the Beacons' potential for preventing crime. A core concept of the Beacons is that efforts to prevent violence, drug abuse, and other social problems must simultaneously address a wide range of critical needs of at-risk groups rather than merely provide isolated interventions. A primary mission of the 37 Beacons is to give urban residents, especially youth, the tools to help them avoid crime and violence and to solve community problems. Among the services provided are mentoring, tutoring, employment training and counseling, and cultural and recreational activities. The Beacons convert local school buildings into active community centers after school, on weekends, and in the summers. A close look at the Red Hook program illustrates that the school-based approach has the potential to strengthen protective factors and reduce risk factors through local control, a comprehensive approach, emphasis on personal responsibility, high tangibility, and the capacity to consider short-term and long-term responses. (SLD)

DESCRIPTORS- *Academic Achievement; *Black Students; Community Involvement; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Instructional Effectiveness; *Multicultural Education; Parent Participation; Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- African Americans; *Diversity (Student)

This book has been designed to provide teachers of kindergarten through grade 12 with techniques and approaches for helping their African American students achieve in school. It presents a planned approach to four major initiatives: (1) to restructure the instruction and behaviors practiced in most classrooms today; (2) to provide teachers with strategies that will help them interact positively with their multicultural students; (3) to provide social and instructional strategies designed for effectiveness with African American male students; and (4) to describe measures that will increase the involvement of African American parents in their children's education. Chapter 1 explains what is wrong with the situation as it is and why new strategies are needed to respond to the needs of African American students. Chapter 2 argues that teaching must be restructured to support instruction and behaviors that are sensitive to ethnic minorities. Chapter 3 outlines a blueprint for action to promote more positive interactions between teachers and students, and Chapter 4 challenges the myth that urban African American parents do not want to get involved in school. Chapter 4 also offers a set of programs and strategies to increase parent involvement and a strategy to involve the whole community. (Contains 84 references.) (SLD)

ED 404 423   UD 031 545

Watras, Joseph
Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
PUB DATE- 97
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; *Educational History; Elementary Secondary Education; Federal Legislation; Government Role; Philanthropic Foundations; Political Influences; *Politics; Private Schools; Public Schools; Racial Bias; *Racial Integration; *School Desegregation; Social Change; *Urban Areas
IDENTIFIERS- *Dayton Public Schools OH

The political controversies surrounding the racial desegregation of public and private schools are explored using the example of Dayton (Ohio) and its 40-year effort to overcome segregation. The book examines ways business leaders, clergy, elected officials, judges, teachers, and school administrators reacted to challenges to patterns of student attendance over the years. In Dayton, as in most of the country, the developments took strange patterns as the participants changed their minds about what they wanted and tried to use education to reform society. While the racial desegregation of schools should have been a controversy about the best way to make one nation out of many peoples, it became a conflict between the authority of the Federal government and the principle of local control. The sections of the discussion are titled: (1) "Part I: Federal Courts, School Desegregation, and Religion: The National Context"; (2) "Part II: Racial Desegregation in Dayton, Ohio: City Government, Schools, and Churches"; and (3) "Part III: Curriculum, Caring, and Social Reform." In addition to its analysis of how curriculum changes have affected desegregation, Abedi, Jamal

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Acker-Hocevar, Michele

Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332

The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333

Adams, Michael

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

Agran, Martin

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Ahearn, Eileen M.

Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717

Ahia, C. Emmanuel

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

Ahmed, Naseem

Rainbows: Stories and Customs from Around the World. Grades 3-6.
82p. 1mf. L1 ED 404 282

Aiex, Nola Kortner

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

Ainley, John

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.
16p. 1mf. L1 ED 404 134

Alexander, Stephen J.

Capacity Building for Neighborhood Development. An Analysis of

Chancer, Joni

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568

Chang, Marjorie Mei-yu

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

Chang, Mitchell J.

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Channer, Yvonne

I Am a Promise. The School Achievement of British African Caribbeans.
204p. 0mf. L3 ED 404 399

Charner, Ivan

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Charton, Michael

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Chase, Sue

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

Cheeseman, Lawrence

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Cheng, Maisy

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Cherbo, Joni Maya

Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.
92p. 1mf. L1 ED 404 273

Fraser, Barry J.

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

Fraser, Bryna Shore

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Freeman, Thomas M.

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

Froman, Robin D.

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Frost, Peter J., Ed.

Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.
332p. 0mf. L3 ED 403 796

Fullerton, Jim

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

Gacka, Richard C.

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Galda, Lee

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Gallas, Karen

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Gannicott, Ken

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. 1mf. L1 ED 404 211

Gardiner, Lion F.

Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
256p. 0mf. L3 ED 403 809

Jepsen, Keith

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. 1mf. L1 ED 403 852

Jessup, Patricia

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Johnson, Jean M.

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

Johnson, Katherine I.

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Johnson, Paul

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

Johnson, Richard W.

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

Johnson, Susan Moore

Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
319p. 0mf. L3 ED 403 653

Johnson, William L.

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339

Johnston, James D.

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

Jones, C. Lee

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

Jones, Dennis P.

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

McLaughlin, Maureen

Portfolios in Teacher Education.
162p. 2mf. L1 ED 403 572

McMannon, Timothy J., Ed.

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

McVeigh, Brian

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755

McWhirter, Ellen Hawley

Counseling for Empowerment.
283p. 3mf. L2 ED 403 513

Mei, Dolores M.

Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
40p. 0mf. L3 ED 404 155

Melancon, Janet G.

Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
27p. 1mf. L1 ED 404 349

Mellard, Daryl

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Menkart, Deborah, Ed.

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Merrick, Sandra

How To Manage Your Multi-Age Classroom: Grades K-2.
144p. 0mf. L3 ED 404 016

Merrion, Margaret

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Merryfield, Merry M., Ed.

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

Meskill, Carla

Multimedia and Response-Based Literature Teaching and Learning.

Prosise, Roger

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

Pugh, Ava F.

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Quaintance, J.

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
17p. 1mf. L1 ED 403 571

Queeney, Donna S.

Redefining Competency from a Systems Perspective for the 21st Century.
15p. 1mf. L1 ED 403 447

Ratcliff, Linnea

The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
9p. 1mf. L1 ED 403 620

Reardon, Betty A.

Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.
14p. 1mf. L1 ED 404 242

Reglin, Gary L.

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

Reiner, Kathleen

Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
14p. 1mf. L1 ED 403 547

Reingold, Janet

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Reiss, Michael J.

Science Education for a Pluralist Society.
126p. 1mf. L3 ED 404 126

Renzi, Ginny

Attention Deficit Disorders in the Mathematics Classroom.
17p. 1mf. L1 ED 403 721

Rester-Zodrow, Gina

Taitz, Marcy

Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. 1mf. L1 ED 404 003

Tamada, Yutaka

Critical Review of Leech's (1983) Proposal about Politeness.
11p. 1mf. L1 ED 403 618

Tapia, Martha

The Attitudes toward Mathematics Instrument.
19p. 1mf. L1 ED 404 165

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
16p. 1mf. L1 ED 404 167

Taylor, D. Garth

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Taylor, David

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

Taylor, Denny

Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.
38p. 1mf. L1 ED 403 552

Taylor, Peter

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Teague, Travis L.

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Tedesco, Juan Carlos

Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. 1mf. L1 ED 404 199

Tennant, Roy

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

Test, David W.

the Chicago Approach.
33p. 1mf. L1 ED 404 414

Allen, Nancy L.

The NAEP 1994 Technical Report.
1032p. 11mf. L1 ED 404 377

Allen, Norma N.

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Allensworth, Nicole J.

Social Penetration: A Description, Research, and Evaluation.
25p. 1mf. L1 ED 403 615

Allison, Stan

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Alvermann, Donna E.

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Amar, Jose Juan Amar

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. 1mf. L1 ED 404 023

Ames, Lynda J.

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Ammeraal, Brenda

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. 1mf. L1 ED 403 556

Anderson, Barbara S.

The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527

Anderson, Donald

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532

Anderson-Clark, Janet

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African

Chojnacki, Joseph T.

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Chou, Chien

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

Clarke, Brenda

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Clarke, Jessica

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

Clarke, Mark A.

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Clemons, Bob

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

Cliff, Candice

Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
36p. 1mf. L1 ED 403 586

Cloutier, K. Ross

UIAGM Ropehandling Techniques.
14p. 1mf. L1 ED 404 086

Clymer, Ellen Saxe

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Coble, Larry D.

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Cohen, Michael J.

Gardner, Paul L., Ed.

Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).
369p. 4mf. L1 ED 404 151

Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).
402p. 5mf. L1 ED 404 152

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
437p. 5mf. L1 ED 404 150

Garland, Corinne W.

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Garzino, Mary S.

Actions for Health: Grade 4. Contemporary Health Series.
419p. 5mf. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

Gelberg, Susan

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Genovese, Frank

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Gentile, Nicole

How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
22p. 1mf. L1 ED 403 998

Ghaith, Ghazi M.

Teacher Preparation through Cooperative Learning.
20p. 1mf. L1 ED 403 735

Gibson, Judy, Ed.

The CPF Immersion Registry, 1996. A Guide to French Immersion

Jones, Margaret A., Ed.

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Joyce, Peter, Ed.

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Jucovy, Linda Z.

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Jurgens, Eloise

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
25p. 1mf. L1 ED 404 097

Kain, Craig D.

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Kaplan, Rochelle G.

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

Kaskell, Joan Macy

Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
p. 0mf. L3 ED 404 233

Kasprzyk, Daniel

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Katter, Eldon, Ed.

Tradition and Innovation.
74p. 1mf. L1 ED 404 223

Kaufman, Polly Welts

Women Teachers on the Frontier.
284p. 0mf. L3 ED 404 092

Kazin, Alfred

Writing Was Everything.
155p. 0mf. L3 ED 403 604

Report Series 2.32.
66p. 1mf. L1 ED 403 585

Metcalf, Linda

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

Middleberg, Rona

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

Middleton, James A.

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Miles, M.

Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.
58p. 1mf. L1 ED 403 714

Miller, Susan

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Miller, Suzanne

Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
36p. 1mf. L1 ED 403 586

Millsap, Susan P.

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

Minami, Masahiko

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Mincey, Kathryn

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

Mingle, James R.

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Misiti, Frank L., Jr.

The Role of Cognitive Dissonance on the Science Attitudes of

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568

Reynolds, Larry J.

Successful Site-Based Management: A Practical Guide. Revised Edition.
202p. 3mf. L2 ED 403 666

Reynolds, Mary Ruth

Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.
14p. 1mf. L2 ED 404 039

Reynolds, Theodora H.

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Reys, Robert E.

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

Rice, B. Douglas

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Rice, Jo Mary

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534

Richards, Daniel L.

Building and Managing Your Private Practice.
290p. 4mf. L2 ED 403 521

Richards, Patricia O.

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

Riefel, Stuart, Ed.

Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.
305p. 0mf. L3 ED 404 006

Risner, Gregory P.

The New Basal Readers: What Levels of Comprehension Do They Promote?
12p. 1mf. L1 ED 403 546

Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
37p. 0mf. L3 ED 403 701

Testa, Alec M.

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

Thaiss, Chris

Reliving the History of WAC--Every Day.
5p. 1mf. L1 ED 403 597

Theilheimer, Ish, Ed.

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Thelin, John R.

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
252p. 0mf. L3 ED 403 850

Theodore, Nikolas C.

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Thomas, Duncan

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

Thomas, Nancy G., Ed.

Social Policy Report, 1995.
61p. 1mf. L1 ED 404 000

Thompson, Bruce

The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.
30p. 1mf. L1 ED 404 347

Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
27p. 1mf. L1 ED 404 349

Thornton, Carol A., Ed.

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

American Parents.
145p. 2mf. L1 ED 404 383

Andre, Rae, Ed.

Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.
332p. 0mf. L3 ED 403 796

Andrews, Sharon

Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
10p. 1mf. L1 ED 403 536

Andrews, Sharon Vincz

Limited Democracy: Voice and Choice in the Language Methods Class.
20p. 1mf. L1 ED 404 327

Anosike, Nnamdi

The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.
17p. 1mf. L1 ED 403 853

Armistead, Mary E.

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

Arneson, Pat

Educational Assessment as Invitation for Dialogue.
34p. 1mf. L1 ED 403 622

Arnett, Ronald C.

Educational Assessment as Invitation for Dialogue.
34p. 1mf. L1 ED 403 622

Arnold, Mary, Ed.

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582

Asay, Diane L.

Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.
142p. 2mf. L2 ED 404 287

Ashmore, Catherine

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

Askov, Eunice N.

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business

Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
11p. 1mf. L1 ED 404 048

Cole-Misch, Sally

Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171

Collier, John P.

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Collis, Betty

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Connell, Helen

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. 1mf. L1 ED 404 210

Converse, Terry John

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Conyne, Robert K.

Comprehensive Group Work: What It Means & How To Teach It.
310p. 4mf. L2 ED 403 524

Cook, Janice

Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
7p. 1mf. L1 ED 404 071

Corey, Gerald

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Cormie, George

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Cornia, Ivan E.

Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.
513p. 6mf. L2 ED 404 275

Costa, Arthur L., Ed.

Envisioning Process as Content: Toward a Renaissance Curriculum.

Programs throughout Canada.
146p. 2mf. L1 ED 403 741

Gilbertson, Kenneth L.

Outdoor Educators and K-12 Education: Making the Connection.
6p. 1mf. L2 ED 404 044

Giles, Thomas W.

A Piagetian View of Learning Styles.
4p. 1mf. L1 ED 404 191

Gilhool, Mick

A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
43p. 1mf. L1 ED 403 589

Gilmore, Michael P.

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Ginns, Ian S.

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

Glau, Gregory R.

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

Glover, Mary Kenner

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
155p. 2mf. L1 ED 403 602

Goetz, Michael

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Golinkoff, Roberta Michnick

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588

Gomez, Pilar Astor

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Gonzalez, Eugenio

Kelley, Carolyn

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Kelley, Kathryn

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. 1mf. L2 ED 403 619

Kellogg, David

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

Kemis, Mari

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

Kemmis, Daniel

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

Kenney, Anne R.

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Kennison, Judith A.

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Kent, Carol

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Keough, Erin M., Ed.

Why the Information Highway? Lessons from Open & Distance Learning.
276p. 0mf. L3 ED 403 867

Kesner, John E.

Effects of Teacher Attachment History on Teacher-Child Relationships.
17p. 1mf. L1 ED 404 037

Khawaja, Mabel

Dialogic Bonds and Boundaries.
6p. 1mf. L2 ED 403 565

Kiester, Jane Bell

Middle School Students.
33p. 1mf. L1 ED 404 109

Mitchell, Steve

Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
7p. 1mf. L1 ED 403 900

Mitter, Wolfgang, Ed.

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Miyao, Mariko

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

Moag, Joseph S.

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Moore, Stephen C.

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Moran, Kelly Jo Kerry

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

Moreo, Dominic W.

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
203p. 0mf. L3 ED 404 254

Morris, Vivian Gunn

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Mortimer, Jeylan T., Ed.

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Mukenge, Ida Rousseau

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

Ritchie, William C.

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

Rittel, Nancy B.

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. 1mf. L1 ED 403 800

Robbins, Veronica

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Roberts, Judith M., Ed.

Why the Information Highway? Lessons from Open & Distance Learning.
276p. 0mf. L3 ED 403 867

Robinson, Adam

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.
303p. 0mf. L3 ED 403 575

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Robinson, Julia

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Introduction to Media Literacy Education and Media Literacy Education Bibliography.
23p. 1mf. L1 ED 403 611

Picture What Women Do: An Inquiry Learning Example.
12p. 1mf. L1 ED 403 612

Robson, Barbara

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Thornton, Stephen J.

The Status of the Elementary Social Studies in Delaware: Views from The Field.
46p. 1mf. L1 ED 404 239

Threlfall, Monica

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Throsby, David

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. 1mf. L1 ED 404 211

Thuemmel, William L.

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Timm, Neil H.

Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.
28p. 1mf. L1 ED 404 348

Tittle, Diana

Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663

Tolley, Kimberley

The Art and Science Connection. Hands-On Activities for Primary Students.
168p. 0mf. L3 ED 404 145

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

Tomb, Steven

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

Toro-Zambrana, Wanda

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Tovey, Philip

Quality Assurance in Continuing Professional Education. An

Basics.
26p. 1mf. L1 ED 403 379

Ataov, Anli

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
15p. 1mf. L1 ED 404 001

Atherton, Blair

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Attarian, Aram

Re-Establishing a Clean Climbing Ethic.
8p. 1mf. L1 ED 404 082

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Atwood, Joan D.

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Avoke, Selete

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

Baca, Vincent Z. C. de

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Bahn, Changhwan

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845

Bailey, Tandy, Ed.

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733

Baker, Eva L.

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

Ball, Donald W.

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

279p. 3mf. L2 ED 403 664

Couples, Chris

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Couto, Richard A.

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Cox, Bonnie Jean, Ed.

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Cox, Geoff

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
85p. 1mf. L2 ED 404 224

Cozart, Angela

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644

Crawford, Donna

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426

Crawford, Robert L.

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533

Creamer, Elizabeth G.

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Cripe, Juliann, Ed.

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

Croker, Robert E.

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Cullen, Tracey, Ed.

Archaeology in the Classroom: A Resource Guide for Teachers and

NAEP Primer.
110p. 2mf. L1 ED 404 374

Gonzalez, Raquel-Amaya Martinez

Family-School Cooperation through Action-Research.
7p. 1mf. L1 ED 403 982

Goodlad, John I., Ed.

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

Goos, Merrilyn

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178

Gordon, Edward E.

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Gordon, Kimberly A.

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

Gormley, Kathleen A.

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Gorsuch, Greta J.

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. 1mf. L1 ED 403 754

Goumoens, Claire de, Ed.

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767

Grad, John D.

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Graff, Harvey J.

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

Caught'Ya! Grammar with a Giggle.
238p. 0mf. L3 ED 403 567

Kim, Yong-Wook

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

Kinard, Roscoe C.

Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
9p. 1mf. L1 ED 403 417

Kirman, Joseph M.

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Kitano, Harry H. L.

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

Klein, Steven

Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662

Knowles, Kyle

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Kochhar, Carol A.

Handbook for Successful Inclusion.
220p. 0mf. L3 ED 403 708

Koerner, Mari

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Koesler, Rena, Ed.

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

Koger, Freya

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Koltay, Zsuzsa

Mullens, John E.

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Muller, Carol B.

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Mullin, Dorothy Imrich

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

Mundhenk, Robert

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

Munsell, Steve

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

Murphy, Brian

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Muthen, Bengt

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

Muthen, Bengt O.

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

Myers, Jane E.

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

Myrick, Roger

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Naccereto, R. W.

Alaska Native Arts Education Survey.
30p. 1mf. L1 ED 404 230

Robyn, Abby

Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100

Rodriguez, Eleanor Renee

What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.
207p. 0mf. L3 ED 404 407

Roessler, Richard T.

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Rogers, Diana, Ed.

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

Rogers, Sheri Everts

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

Rogers, Theresa, Ed.

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
244p. 0mf. L3 ED 404 408

Rosenstein, Joseph G.

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

Ross, Calvin

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Ross, David B.

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Royal, Mark

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

Rubin, Janet

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Rutherford, Robert

Analysis.
215p. 0mf. L3 ED 403 441

Travis, Jon E.

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Trubowitz, Sidney

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

Tuason, Julie A., Ed.

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

Turoczy, Autumn Tooms

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Twining, Mary Arnold, Ed.

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

Tyan, Nay-ching Nancy

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

Tyckoson, David A., Ed.

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

Ullom, Shirley

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Vaidya, Elma

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

van Troyer, Gene

Linguistic Determinism and Mutability: The Sapir-Whorf

Bambara, Linda M.

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Banks, Janet Caudill

Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
142p. 0mf. L3 ED 404 185

Barcikowski, Robert S.

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
15p. 1mf. L1 ED 404 361

Barron, Sheila I.

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Bashford, Bruce

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

Basu, Alaka M., Ed.

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Bauer, Norman J.

Social Foundations of Education and the Debate about Flag Desecration.
5p. 1mf. L1 ED 404 251

Bautista, Andreliz

Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
101p. 2mf. L1 ED 403 752

Baxter, Anthony G.

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356

Beachler, Judith A.

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-

Parents.
114p. 2mf. L2 ED 404 276

Cunningham, William G.

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Curcio, Joan L.

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Currie, Janet

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

Curry, Andrea

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Curry, Janice

Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Curry, Marilyn

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Cutler, Beverly R.

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

Cyphert, Dale

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Daffern, Tony

Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
11p. 1mf. L1 ED 404 074

Daigaku, Sanyo

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Daniel, Larry G.

Views of Instructional Supervision: What Do the Textbooks Say?

Graham, George M., Ed.

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Graham, Hugh Davis

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Grandmaison, Eric

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Gravelle, Maggie

Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753

Griffiths, C.

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Grosse, Philip

Baseball/Beisbol. Spanish-English, English-Spanish. Revised.
52p. 1mf. L2 ED 403 762

Driving: English-Spanish. Enlarged and Revised Edition.
51p. 1mf. L2 ED 403 763

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. 1mf. L2 ED 403 764

Groves, Fred H.

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Gullion, Laurie

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Gunstone, Richard

Conceptions of Quality Learning Held by High School and University Physics Teachers.
33p. 1mf. L1 ED 404 130

Guthrie, Steven

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. 1mf. L1 ED 404 083

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Koretz, Daniel

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Koretz, Daniel M.

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Kottler, Jeffrey A., Ed.

Finding Your Way As a Counselor.
153p. 2mf. L2 ED 403 509

Kottman, Terry

Partners in Play: An Adlerian Approach to Play Therapy.
228p. 3mf. L2 ED 403 520

Kowalski, Jacek

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

Kraus, Lewis E.

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

Krumm, Bernita L.

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

Kruse, Darryn

Fish Hoek Middle School: Issues of Education Reform in South Africa.
15p. 1mf. L1 ED 404 005

Kupkowski, Gary

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

la Plante, Jane

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

Laberge, Julie, Ed.

Actes des 10e Journees de linguistique (1996) (Proceedings of

Nahrwold, Cindy

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
17p. 1mf. L1 ED 403 571

Narum, Jeanne L., Ed.

Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
255p. 3mf. L2 ED 404 157

Nemzer, Marilyn

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Newcomb, Thomas L.

Grants for Beginners: The Painless Guide for Teachers.
13p. 1mf. L1 ED 404 321

Newman, Carole

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.
11p. 1mf. L1 ED 404 308

Nichols, David

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Nicholson, Janice I.

The New Basal Readers: What Levels of Comprehension Do They Promote?
12p. 1mf. L1 ED 403 546

Niebrzydowski, Leon

Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
19p. 1mf. L1 ED 403 997

Nielsen, Gary

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Nohda, Nobuhiko

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

Noldon, Denise F.

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Rutherford, Robert, Jr.

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Ryan, Bernard, Jr.

Helping Your Child Start School: A Practical Guide for Parents.
224p. 0mf. L3 ED 404 026

Saam, Starr

Actions for Health: Kindergarten. Contemporary Health Series.
346p. 4mf. L2 ED 404 294

Sagaria, Mary Ann Danowitz

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Saloff, Jamie L.

The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. 0mf. L3 ED 403 594

Sanacore, Joseph

Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Saracho, Olivia N., Ed.

Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.
256p. 0mf. L3 ED 404 032

Satterlee, Brian

International Partnership in Educational Evaluation: The NEWLO Project.
21p. 1mf. L1 ED 404 345

Savenye, Wilhelmina C.

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

Sawicka, Theresa

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
39p. 1mf. L1 ED 404 013

Scarl, Donald

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

"Hypothesis" and Intercultural Communication.
18p. 1mf. L1 ED 403 761

Vanneman, Alan

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

Varro, Tim, Ed.

Advocacy.
47p. 1mf. L1 ED 404 220

Vaughns, A. J.

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Venditti, Maria

A Textbook Approach Versus an Integrated Approach in Social Studies.
39p. 1mf. L2 ED 404 249

Vezina, Robert, Ed.

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Vigil, Carolynne

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Vogt, MaryEllen

Portfolios in Teacher Education.
162p. 2mf. L1 ED 403 572

Volkman, Beatrice K.

Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.
12p. 1mf. L1 ED 404 038

Vosniadou, Stella

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Vue-Benson, Robin

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

Wachholz, Patricia B.

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.

Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Beam, Gail Chasey

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

Bean, Thomas L.

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Beaton, Albert E.

NAEP Primer.
110p. 2mf. L1 ED 404 374

Becker, Terry

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
303p. 4mf. L2 ED 404 280

Bel Geddes, Joan

Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.
668p. 0mf. L3 ED 404 034

21p. 1mf. L1 ED 403 641

Danielson, Kathy Everts

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

David, Kathy

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Davis, Abiola C.

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

Davis, Scot G.

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

Davis, Shari

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
116p. 0mf. L3 ED 404 231

Davis-Wiley, Patricia

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644

Dawtrey, Liz, Ed.

Equality and Inequality in Education Policy.
314p. 0mf. L3 ED 404 409

de la Vega, Ernesto

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

de Lone, Richard H.

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

de Rijke, Victoria

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
85p. 1mf. L2 ED 404 224

De Temple, Jeanne M.

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543

Gutierrez, Fernando J., Ed.

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

Hackman, Desiree

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Hadjivassiliou, Kari

Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Haertel, Edward H.

Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367

Hall, Shirley L.

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Hamm, Russell E.

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

Han, Mei

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

Hancock, A.

Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
15p. 1mf. L1 ED 404 201

Hanna, Glenda

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. 1mf. L1 ED 404 075

Hansen, L. Sunny

the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Lager, Mark A.

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Langdon, Danny G.

The New Language of Work.
215p. 0mf. L3 ED 403 428

Langer, Judith A.

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Langley, Anne

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Langley, Gail

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Langston, Lizbeth

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

LaPlante, Mitchell P.

Health Conditions and Impairments Causing Disability. Disabililty Statistics Abstract, Number 16.
5p. 1mf. L1 ED 403 710

Lara-Alecio, Rafael

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

Larson, Lisa

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

Laster, Barbara P.

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

Nolin, Mary Jo

Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299

Norton, Scott M.

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Nunnery, John A.

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

O'Brien, David J.

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

O'Brien, Wendy, Ed.

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

O'Connell, Brian

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

O'Neil, Harold F., Jr.

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
222p. 3mf. L1 ED 404 373

O'Sullivan, Barry

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Oates, Karen K.

Integration and Assessment of Service Learning into the Curriculum.
21p. 1mf. L1 ED 403 855

Scarr, Margaret, Ed.

Advocacy.
47p. 1mf. L1 ED 404 220

Schafer, Ulrich, Ed.

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Schatz, Curt

When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.
8p. 1mf. L1 ED 404 088

Scheele, Paul R.

The PhotoReading Whole Mind System.
150p. 0mf. L3 ED 403 538

Scheichl, Andrea

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

Scheschy, Virginia M.

Technical Services and the World Wide Web.
7p. 1mf. L1 ED 403 887

Schlechty, Phillip C.

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658

Schlenker, Richard M.

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. 2mf. L1 ED 404 110

Schnackenberg, Heidi L.

Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

23p. 1mf. L1 ED 403 563

Waddell, Misti, Ed.

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

Wagner, Nancy C.

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Waidelich, William D.

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Walker, Pam Prince

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Walker, Thomas J.

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Waller, Patricia L.

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

Walters, Connie

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
173p. 2mf. L2 ED 404 278

Walton, Karen Doyle, Ed.

Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
257p. 0mf. L3 ED 403 791

Wan, Yee

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

Wandiga, Shem O.

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. 1mf. L1 ED 404 209

Belfiore, Phillip J.

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Bellanca, James

What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.
207p. 0mf. L3 ED 404 407

Bender, Laura

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

Berends, Mark

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Bergman, Terri

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Bess, James L., Ed.

Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
455p. 0mf. L3 ED 403 792

Bhatia, Tej K.

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

Bielefield, Arlene

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Bierschenk, Bernhard

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

Biondi, Joann

From Afar to Zulu: A Dictionary of African Cultures.
212p. 0mf. L3 ED 404 258

Birse, Margaret

Dearing, Ron

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

DeBord, Karen

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

DeFord, Melissa S.

A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
57p. 1mf. L1 ED 404 041

Delors, Jacques

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. 1mf. L1 ED 404 218

Demchak, MaryAnn

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Dennee, Phyllis M.

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Derryberry, Bob R.

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

Dev, Poonam C.

Intrinsic Motivation and the Student with Learning Disabilities.
31p. 1mf. L1 ED 403 723

DeVaney, Thomas A.

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163

The Effects of Instructional Practices on Computation and

Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
358p. 0mf. L3 ED 403 431

Hanson, Robert

Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.
10p. 1mf. L1 ED 404 018

Harrell, Adele

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Harrington, Lois G.

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Harris, Kathleen Mullan

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
195p. 0mf. L3 ED 404 396

Harsch, Kenton

Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Hashem, Mahboub E.

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Haskins, Jim

From Afar to Zulu: A Dictionary of African Cultures.
212p. 0mf. L3 ED 404 258

Hatcher, Richard

Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
81p. 0mf. L3 ED 404 398

Hatfield, Mary M.

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.
9p. 1mf. L1 ED 403 544

Lauer, Elizabeth

Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
p. 0mf. L3 ED 404 233

Lauren, Ulla

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772

Layzer, Carolyn

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Leadbeater, Bonnie J. Ross, Ed.

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Leary, Tammy A.

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Ledic, Jasminka

Philanthropy in Croatia: The Problems of Teaching.
27p. 1mf. L1 ED 404 324

Lee, Beth S.

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

Lee, John

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

Lee, Robert E.

A Copyright Guide for Authors.
243p. 0mf. L3 ED 403 595

Lehman, Lisa

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Leistler, John D.

Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.

Obadia, Andre A.

French Immersion in Canada: Frequently Asked Questions (FAQs).
8p. 1mf. L1 ED 403 771

Obiakor, Festus E.

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Odden, Allan

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Ogilvie, Bruce C.

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

Oleka, Sam O.

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

Olen, Sandra

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738

Oliver, Brad E.

Establishing Curriculums through Effective Public Relations.
15p. 1mf. L1 ED 403 648

Oliver, Peter V.

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Olsen, Tammey

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Ordonez, Victor M.

Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. 1mf. L1 ED 404 208

Orgill, Anna A.

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Orivel, Francois

Schroeder-Davis, Stephen

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

Schunk, Dale H.

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534

Self-Monitoring as a Motivator during Instruction with Elementary School Students.
22p. 1mf. L1 ED 404 035

Schwiebert, Valerie L.

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

Scuccimarra, Dave

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Seitz, Andrea

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Sewall, Angela Maynard

New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645

Seybert, Linda

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Sharkey, Judy

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Shaughnessy, Michael F.

Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
13p. 1mf. L1 ED 403 843

Shaw, Edward L., Jr.

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Shelley-Sireci, Lynn M.

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Wangerin, Paul T.

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Wanza, Valerie S.

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382

Ward, Tara, Ed.

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Warger, Cynthia L.

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Warkentin, Robert W.

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

Warner, Carolyn

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Wartski, Bert

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Wartski, Lynn Marie

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Wasserman, Nora M. Fraser

Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194

Watras, Joseph

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

Wattenbarger, James L., Ed.

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

Watters, James J.

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Bisband, Julie A.

Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
8p. 1mf. L1 ED 403 566

Bissex, Glenda L.

Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.
232p. 0mf. L3 ED 403 537

Black, Sharon J.

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

Blades, David

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Blau, Susan R.

What's in a Name?
9p. 1mf. L1 ED 403 581

Bley, Nancy S., Ed.

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

Block, Cathy Collins

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Blondel, Daniele

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. 1mf. L1 ED 404 203

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206

Bodine, Richard

Conflict Resolution Education. A Guide to Implementing Programs

Geometry Achievement.
16p. 1mf. L1 ED 404 164

Devine, Marion

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Diamond, Nancy

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Diket, Read M.

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

Disney, M. Janelle

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531

Dixon, Nancy

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Dodsworth, Pamela

Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400

Dolan, JoAnne

How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
22p. 1mf. L1 ED 403 998

Dolbec, Jean, Ed.

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Domagala, Anna

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. 1mf. L1 ED 403 800

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Haughey, Margaret

Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
305p. 4mf. L1 ED 404 301

Hawk, Parmalee P.

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Hecht, Jeffrey B.

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

Heeg, Phillip

Why Is Outdoor Recreation Worth $30 Million to the Air Force?
30p. 1mf. L1 ED 404 076

Heflich, David A.

The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872

Heflin, John F.

Redefining Leadership Roles for Site-Based Management Systems.
26p. 1mf. L1 ED 403 640

Heide, Ann

The Teacher's Complete & Easy Guide to the Internet.
320p. 0mf. L3 ED 403 868

Hellerich-Tuttle, Linda

The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.
21p. 1mf. L1 ED 404 015

Hempelman, Kathleen A.

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Hemphill, Rae

Secondary School Transition: Planning for Success.
7p. 1mf. L1 ED 403 705

Hendricks, Bruce

Moving Ahead: Program Review & Evaluation As Tools for Growth.
9p. 1mf. L1 ED 404 072

Hennings, Dorothy Grant

37p. 1mf. L1 ED 403 599

Lessard-Clouston, Michael

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

Leung, Julian Y. M., Ed.

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

Lewis, James H.

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Li, Li-Te

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

Liebmann, Rosemarie M., Ed.

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664

Lim, Levan

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Lin, Hua

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

Lin, Josh C. H.

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Linder, Jean

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Linn, Robert L.

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Osborn, Michael

The Enduring Heart of the Public Speaking Course.
8p. 1mf. L1 ED 403 623

Osmond, John

The Reality of Dyslexia.
160p. 0mf. L3 ED 403 542

Ostrander, Laura R.

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

Ostrom, John S.

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
64p. 1mf. L1 ED 403 808

Ouellet, Marise, Ed.

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Ovando, Martha N.

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Owen, Steven V.

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Explaining Science Self-Efficacy.
13p. 1mf. L1 ED 404 133

Owens, Douglas T., Ed.

Research Ideas for the Classroom: Middle Grades Mathematics.
368p. 0mf. L3 ED 404 143

Owens, Thomas R.

A Third-Year Assessment of Tech Prep in Washington State.
94p. 1mf. L1 ED 403 402

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final

Shrigley, Robert L.

The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.
33p. 1mf. L1 ED 404 109

Shumer, Robert

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

Sickmund, Melissa

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

Sigmon, Robert L.

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Simmonds, Audrey

Latchkey Children: Are They Prepared for Self-Care.
17p. 1mf. L1 ED 404 025

Simner, Marvin L.

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Singleton, Laurel R.

G is for Geography: Children's Literature and the Five Themes.
112p. 2mf. L2 ED 404 234

Sipe, Cynthia L.

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Siu, Sau-Fong

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Siu-Runyan, Yvonne, Ed.

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

Sixtus, Michael E.

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Watters, Ron

A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
14p. 1mf. L1 ED 404 069

An IBM Compatible Participant Data Base System for Outdoor Programs.
11p. 1mf. L1 ED 404 070

Whitewater River Accident Analysis.
10p. 1mf. L1 ED 404 089

Watters, Ron, Ed.

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

Watts, Michelle R.

The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.
96p. 1mf. L1 ED 404 105

Way, Niobe, Ed.

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Weaver, Constance

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Weber, David

19 Word List and Reading Exercises and Guide for Materials.
22p. 1mf. L1 ED 403 545

Webster, David S.

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839

Weddington, Johnny R.

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Wehrly, Bea

Counseling Interracial Individuals and Families.
229p. 3mf. L2 ED 403 522

in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426

Boland, Pat

Latchkey Children: Are They Prepared for Self-Care.
17p. 1mf. L1 ED 404 025

Borton, Alex

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Bossert, Karen W.

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Boudreau, Louis A.

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Bowler, Gail Hellund

Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
301p. 0mf. L3 ED 403 590

Bradshaw, Lynn K.

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Bragg, Debra D.

Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."
11p. 1mf. L1 ED 403 442

Brand, Marie

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

Bray, Eric

Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Breman, Jeroen

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Brestoff, Richard

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Dosa, Marta

Across All Borders: International Information Flows and Applications. Collected Papers.
420p. 0mf. L3 ED 403 903

Dossin, Mary Mortimore

Straight Talk and Honest Writing.
4p. 1mf. L1 ED 403 596

Downing, Jerry

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Downs, Cynthia

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
303p. 4mf. L2 ED 404 280

Downs, Mary, Ed.

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

Drago, Marganne

A Kaleidoscope of Cultures and the Arts.
15p. 1mf. L1 ED 404 268

Duhon-Haynes, Gwendolyn

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

Dunbar, Robert E.

How To Debate. Revised Edition. (A Speak Out, Write On! Book).
128p. 0mf. L3 ED 403 626

Dworkin, Sari H., Ed.

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

Dyer, Kathleen

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Eagan, Ann

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

Eddy, Gary

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Herlihy, Barbara

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Herman, William E.

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

Herring, Roger D.

Multicultural Counseling in Schools: A Synergetic Approach.
333p. 4mf. L2 ED 403 510

Hesselbein, Frances, Ed.

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

Heuvel-Panhuizen, Marja van den

Assessment and Realistic Mathematics Education.
303p. 0mf. L3 ED 404 182

Hill, Marie S.

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Hillison, John

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Hinton, Samuel

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

Hirsh-Pasek, Kathy

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588

Ho, Hua-Kua

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669

Hoadley, Christopher M.

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.

Lockley, Jeannie M.

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

Loewen, Jerry

Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?
45p. 1mf. L1 ED 404 014

Logan, Joyce

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. 1mf. L1 ED 403 426

Lohr, Neah J.

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. 2mf. L1 ED 403 875

Lokan, Jan

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Longo, Paul

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

Losak, John

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

Loulou, Diane

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378

Love, Arnold J., Ed.

Evaluation Methods Sourcebook.
213p. 0mf. L3 ED 404 342

Lowden, Kevin

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

Luce, Stephen C.

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.

Evaluation Report.
120p. 2mf. L1 ED 403 401

Page, Deborah

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Pagtalunan, Jose

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

Pair, Claude

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

Panhwar, Farzana

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
12p. 1mf. L1 ED 404 060

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. 1mf. L1 ED 404 061

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Skillings, Mary Jo

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Sledd, James

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

Smaby, Marlow H.

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Smart, John C., Ed.

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Smist, Julianne M.

Explaining Science Self-Efficacy.
13p. 1mf. L1 ED 404 133

Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132

Smith, Bonnie

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

Smith, Carl B.

Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601

Smith, Gail G.

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

Smith, Robert William

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

Smith, Rosslyn, Ed.

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
145p. 2mf. L1 ED 403 829

Smith, Shelley

Welton, Michael R., Ed.

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Wertsman, Vladimir F.

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.
225p. 0mf. L3 ED 403 921

West, Lynda L.

Handbook for Successful Inclusion.
220p. 0mf. L3 ED 403 708

West, Russ

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
25p. 1mf. L1 ED 404 097

West, Thomas W.

Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
36p. 1mf. L1 ED 403 836

White, Barbara L.

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641

White, Dorothy J., Ed.

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913

Whitenack, Joy W.

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

Whitin, David J.

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

Whitin, Phyllis

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

Whitley, Katherine M.

Instruction on the Web: Authoring Tutorials in HTML.
12p. 1mf. L1 ED 403 898

Wichowski, Chester P.

Brick, J. Michael

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

Bricker, Diane, Ed.

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

Britt, Murray S.

Mathematical Knowledge and the Intermediate School Teacher.
9p. 1mf. L1 ED 404 147

Brochu, Mireille

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

Brohy, Claudine, Ed.

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Broidy, Ellen

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Brommel, Bernard J.

Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
6p. 1mf. L1 ED 403 624

Bronfenbrenner, Urie

The State of Americans: This Generation and the Next.
294p. 0mf. L3 ED 403 991

Browder, Diane M.

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series,

Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559

Ediger, Marlow

Current Concepts in Teaching Mathematics.
19p. 1mf. L1 ED 404 186

Eisner, Kathy, Ed.

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Elazar, Daniel J.

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

Elliott, Geoffrey

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

Elliott, Ronald S.

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
15p. 1mf. L1 ED 404 361

Ellis, Jacqueline

Actions for Health: Grade 6. Contemporary Health Series.
438p. 5mf. L2 ED 404 297

Ellsworth, Jeanne

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Estes, Cheryl A.

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

Etheridge, Carol Plata

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Ethington, Corinna A.

Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
22p. 1mf. L2 ED 403 786

Evans, Thomas Jack

15p. 1mf. L1 ED 404 358

Hoffman, Charlene M.

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

Holland, Holly, Ed.

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Holliday, Albert E., Ed.

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

Holton, Elwood F., III, Ed.

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

Honeyman, David S., Ed.

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

Honig, Alice Sterling

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Hood, Albert B.

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

Hope, Robert C.

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Horning, Alice S.

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564

House, J. Daniel

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

Houser, Jim

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

33p. 0mf. L3 ED 403 702

Luke, Timothy W.

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Lunney, Carol

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

Lustig, Keith

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326

Lynch, Ian

Technology, Science Education and the World of Work.
50p. 1mf. L1 ED 404 106

MacFarland, Thomas W.

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
40p. 1mf. L1 ED 403 820

The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
31p. 1mf. L1 ED 403 814

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Papadopoulos, George S.

Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 207

Parellada, Alejandro, Ed.

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Park, Hae-Seong

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Parker, Yana

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Parrish, Thomas

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Parsons, Beverly Anderson

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Pascoe, Andrew

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Pate, Sarah S.

Social Studies: Applications for a New Century.
235p. 0mf. L3 ED 404 243

Patino, Rodrigo A.

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

Pattie, Ling-yuh W., Ed.

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Paydon, Bob

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

Peano, Serge

The Financing of Education Systems. International Commission on

The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.
38p. 1mf. L1 ED 404 196

Smith, Thomas J.

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Smitherman, Geneva

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

Snell, Martha E.

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Snyder, Howard N.

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

Soter, Anna O., Ed.

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
244p. 0mf. L3 ED 404 408

Soukup, Paul A.

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

Sox, Charlene W.

Telecommunications: Does It Make a Difference in the Classroom?
8p. 1mf. L1 ED 403 880

Spodek, Bernard, Ed.

Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.
256p. 0mf. L3 ED 404 032

Spooner, Fred

Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
37p. 0mf. L3 ED 403 701

Springsteen, Debra

Implementing a Multi-age Model in a New York City Public School.
22p. 1mf. L1 ED 404 033

St. Clair, Guy

Customer Service in the Information Environment. Information

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Williams, LaJuana K., Ed.

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

Wilson, Patricia S., Ed.

Research Ideas for the Classroom: High School Mathematics.
320p. 0mf. L3 ED 404 144

Wolf, Aline D.

How To Use Child-Size Masterpieces for Art Appreciation: A Parent and Teacher Handbook for Matching, Pairing, Sorting, and Sequencing Postcard-Size Reproductions.
75p. 1mf. L2 ED 404 274

Wolfman, Ira

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.
24p. 0mf. L3 ED 404 241

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.
179p. 0mf. L3 ED 404 240

Wong, Angela F. L.

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

Woodbury, Eileen

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Woolnough, Brian E.

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

Yancey, William L.

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Yepes-Baraya, Mario

Number 5.
31p. 0mf. L3 ED 403 700

Brown, Carrie

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Browne, Naima, Ed.

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Brubaker, Dale L.

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Bruchac, James, Ed.

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Bruder, Mary Beth

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

Bruneau, Beverly

Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
14p. 1mf. L1 ED 403 547

Bruno, Rosalind R.

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Bryan, Jon L.

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Bryant, B. K., Comp.

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Buhendwa, Frank M.

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355

Burnsed, C. Vernon

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637

Ewell, Peter T.

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

Ezeamii, Hyacinth Chinedum

Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.
21p. 1mf. L1 ED 403 789

Fair, Bryan K.

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

Faircloth, Victoria, Ed.

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

Fairman, Kate

EE Reference Collection.
295p. 0mf. L3 ED 404 170

Fairman, Kate, Ed.

EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
336p. 4mf. L2 ED 404 123

Farenga, Stephen J.

Prototype of a Procedural Knowledge Teaching Model.
26p. 1mf. L1 ED 404 189

Farlow, Leslie J.

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Feakes, Darrel R.

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Fenwick, Tara

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Ferdman, Benny

Houser, Neil O.

Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.
22p. 1mf. L1 ED 404 252

The Status of the Elementary Social Studies in Delaware: Views from The Field.
46p. 1mf. L1 ED 404 239

Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.
38p. 1mf. L1 ED 404 237

Houston, W. Robert

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
161p. 2mf. L1 ED 404 303

Howard, Bruce C.

Cognitive Engagement in Cooperative Learning.
17p. 1mf. L1 ED 404 352

A Meta-Analysis of Scripted Cooperative Learning.
11p. 1mf. L1 ED 404 353

Howley, Aimee

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

Howley, Craig

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Hsi, Sherry

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Hu, Yi-chain

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

Huang, Gary Gang

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Huang, Su-yueh

English Programs for Non-English Majors at Universities in Taiwan.

Machet, Myrna

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738

MacPherson, Randall T.

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Madden, Mary

Leading the Way on Controversial Issues.
40p. 1mf. L1 ED 403 502

Magney, John R.

Using Cooperative Learning in the Technical Classroom.
6p. 1mf. L1 ED 403 438

Maher, Jane

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

Maldonado, Miguelina

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Male, Dawn B.

Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Mamchur, Carolyn

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

Marcus, Dora

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Maris, Mariann

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Martin, Dan

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

Martin, Oneida L.

Redefining Leadership Roles for Site-Based Management Systems.

Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).

13p. 1mf. L1 ED 404 200

Peck, Laura

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.

44p. 1mf. L1 ED 404 012

Pedersen, Paul

A Handbook for Developing Multicultural Awareness. Second Edition.

325p. 4mf. L2 ED 403 512

Perie, Marianne

International Education Indicators: A Time Series Perspective.

129p. 2mf. L1 ED 404 365

Perron, Denise

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.

439p. 5mf. L1 ED 403 759

Personius, Lynne K.

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.

131p. 2mf. L1 ED 403 910

Peters, Monnie

Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.

92p. 1mf. L1 ED 404 273

Petersen, James F., Ed.

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.

168p. 2mf. L2 ED 404 253

Peterson, Elizabeth A.

Democracy, Ethics and Program Planning.

7p. 1mf. L1 ED 403 448

Pfaff, Tim

Hmong in America. Journey from a Secret War.

100p. 0mf. L3 ED 404 424

Phillips, David

Education for Reconstruction.

Services Management Series.
144p. 0mf. L3 ED 403 909

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. 0mf. L3 ED 403 908

Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
183p. 0mf. L3 ED 403 906

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Staaland, Elaine

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Stapp, William B.

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

Stefanich, Greg P.

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Stenson, Nancy, Ed.

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Stephens, Anthony M.

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531

Stevens, Lawrence

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Stevens, Paul

Separation & Outplacement: Managing Both Effectively.
39p. 1mf. L1 ED 403 393

Stevens, Phillips, Jr., Ed.

Folk Arts in Education.
128p. 2mf. L2 ED 404 227

Stewart, Kelly

Architecture. Intermediate ThemeWorks. An Integrated Activity

A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343

Young, Deidra J.

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

Young, Donald B.

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Young, Robert B.

No Neutral Ground: Standing by the Values We Prize in Higher Education.
231p. 0mf. L3 ED 403 864

Yudkin, Marcia

Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573

Yunker, Jonel Jones

A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.
130p. 2mf. L1 ED 404 238

Zargari, Ahmad

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Zenanko, Marsha A.

A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873

Zenger, Amy A.

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
5p. 1mf. L1 ED 403 579

Ziegler, Suzanne

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290

The Classroom Teacher's Guide to Music Education.
174p. 0mf. L3 ED 404 195

Burrows, Joanne M.

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Burstein, Leigh

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180

Buzash, Michael D.

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!
28p. 1mf. L1 ED 403 740

Caballero, Jane A.

Art Projects for Young Children.
146p. 2mf. L2 ED 404 271

Caddick, Airini

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

Caldas, Stephen J.

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773

Callery, Anne

Yahoo! Cataloging the Web.
10p. 1mf. L1 ED 403 886

Calvery, Robert

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

Cameron, Catherine Ann

Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400

Capuzzi, David

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
135p. 2mf. L2 ED 403 511

Carl, Branda

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
116p. 0mf. L3 ED 404 231

Ferdman, Bernardo M., Ed.

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Fier, Harriet, Ed.

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 245

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

Parents, Teachers and Community: Working Together. User's Guide for K-8 Educators and Parents. My America: Building a Democracy Series.
7p. 1mf. L2 ED 404 246

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 265

Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 244

The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 267

Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.
7p. 1mf. L2 ED 404 248

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

What Is a Flag? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 247

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Finch, Michael D., Ed.

13p. 1mf. L1 ED 403 757

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

Huber, Charles H., Ed.

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Huff, Delores J.

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Hufman, Melody

Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
11p. 1mf. L1 ED 403 606

Hughes, Todd F.

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. 1mf. L1 ED 403 749

Hullah, Paul

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Hulsebosch, Pat

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Hurwitz, Johanna

Leonard Bernstein: A Passion for Music. A JPS Young Biography.
74p. 1mf. L2 ED 404 285

Ihde, Thomas W., Ed.

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Ingraham, Phoebe Bell

Creating & Managing Learning Centers: A Thematic Approach.
199p. 3mf. L2 ED 404 024

Ingraham, Sandy

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

26p. 1mf. L1 ED 403 640

Martin, Shane P.

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Martinez, Paul

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Marvis, Barbara J.

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 388

Masse-Raimbault, Anne-Marie, Ed.

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Matkin, Gary W.

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Maxson, Jeffrey

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557

Mayhew, Claire

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

McClure, Polley A.

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

McCoubrey, Sharon

Art and Thinking Skills.
46p. 1mf. L1 ED 404 221

Global Education.
50p. 1mf. L1 ED 404 222

McCue, Frances

83p. 1mf. L1 ED 403 636

Phillips, Linda L.

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

Phillips, Michael R.

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643

Phillips, Norma Kolko, Ed.

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Phipps, Maurice

Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.
8p. 1mf. L2 ED 404 043

Piburn, Michael D.

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Picus, Lawrence O., Ed.

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

Pietro, Jean-Francois de, Ed.

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Pitkin, Gary M., Ed.

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

Pizarro, Marc

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

Podmore, Valerie N.

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early

Bank.
70p. 1mf. L2 ED 404 284

Stewart, Timothy

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
22p. 1mf. L1 ED 403 751

Stilborne, Linda

The Teacher's Complete & Easy Guide to the Internet.
320p. 0mf. L3 ED 403 868

Stowitschek, Carole E.

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Stowitschek, Joseph J.

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Straussner, Shulamith Lala Ashenberg, Ed.

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Strom, Sharon

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Strosnider, J. Steve

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Stull, William

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Sugimura, Kazumi

Reconceptualization of Identity Exploration by Relatedness.
8p. 1mf. L1 ED 404 027

Sugrue, Brenda

Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179

Suleiman, Mahmoud F.

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.

Carlson, Dennis

Making Progress: Education and Culture in New Times.
156p. 0mf. L3 ED 404 392

Carneiro, Roberto

The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
29p. 1mf. L1 ED 404 204

Caron-Caldas, Suzanne

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773

Carpenter, Sharan Bryant

Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.
184p. 2mf. L2 ED 404 272

Carter, Gene R.

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Casey, Jean M.

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040

Cashel, Chris

The Cost of Becoming an Outdoor Instructor.
6p. 1mf. L2 ED 404 045

Chafel, Judith A., Ed.

Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.
305p. 0mf. L3 ED 404 006

Chambers, Diane

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Chametzky, Robert A.

Finding Language in the Language Arts: Towards "Cognitive Language Arts."
16p. 1mf. L1 ED 403 583

Adolescents, Work, and Family: An Intergenerational
Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Fincher-Ford, Margaret

High School Students Earning College Credit: A Guide to Creating
Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

Finlay, Ian

Bridges or Battlements? Current Relationships between Colleges,
Schools and Education Authorities.
34p. 1mf. L1 ED 403 443

First, Patricia F.

Implementing the Disabilities Acts: Implications for Educators.
Fastback 360.
31p. 1mf. L2 ED 403 689

Fishman, Stephen

The Copyright Handbook: How To Protect and Use Written Works.
Third Edition.
356p. 0mf. L3 ED 403 591

Fletcher, Richard K., Jr.

A Study of the Block Scheduling Movement in Six High Schools in
the Upper Cumberland Region of Tennessee.
43p. 1mf. L1 ED 403 647

Ford, Valerie L.

Project TIE (Teams in Early Intervention) Outreach: An Outreach
Project To Train Statewide, Regional and Local Teams of Early
Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

Francis, Lee, Ed.

Reclaiming the Vision: Past, Present, and Future Native Voices
for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Frank, Adrienne

Trans/Team Outreach: An Inservice Model Replication Project.
Final Report.
114p. 2mf. L1 ED 403 704

Irwin, Kathryn C.

Mathematical Knowledge and the Intermediate School Teacher.
9p. 1mf. L1 ED 404 147

Isaacs, Linda K.

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Jacobs, Lauren

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

James, Chris

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Jeffery, Roger, Ed.

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Jenkins, Frank

Enseignement des Sciences STS: Pour unifier les buts de l'enseignement des sciences. (STS Sciences Education: Unifying the Goals of Science Education).
64p. 1mf. L1 ED 404 099

Jensen, Mary Brandt

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

Jensen, Phyllis

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

Jensen, Robert J., Ed.

Research Ideas for the Classroom: Early Childhood Mathematics.
390p. 0mf. L3 ED 404 142

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

McDaniel, Susan H., Ed.

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

McDermott, Peter

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

McDonald, Heather

Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.
101p. 2mf. L2 ED 404 281

McDonough, Patricia M.

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

McEwan, Elaine K.

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

McFadden, John, Ed.

Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

McGill-Franzen, Anne

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

McGillis, Daniel

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

McKiernan, Gerry

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

Childhood Education.
39p. 1mf. L1 ED 404 013

Pofahl, Jane

The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.
38p. 1mf. L2 ED 404 279

Polizzi, Tissy B.

Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
22p. 1mf. L2 ED 403 786

Porter, Don

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Postiglione, Gerald A., Ed.

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

Pottenger, Francis M.

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Pounders, Barbara

A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.
14p. 1mf. L1 ED 403 642

Powney, Janet

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

Pretti-Frontczak, Kristie, Ed.

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

13p. 1mf. L1 ED 404 381

Sunshine, Catherine A., Ed.

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Suskind, Diane

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Sutton, John T.

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. 1mf. L1 ED 404 112

Swaim, John H.

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Swainson, Nicola

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Swan, Karen

Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
66p. 1mf. L1 ED 403 585

Swanson, Carl D.

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532

Swindell, Rick

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Tabors, Patton O.

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543

Abstracts

Resources in Education (RIE). Volume 32, Number 6.
0p. 0mf. L2 ED 403 376

Academic Achievement

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

I Am a Promise. The School Achievement of British African Caribbeans.
204p. 0mf. L3 ED 404 399

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. 1mf. L1 ED 404 184

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

The NAEP 1994 Technical Report.
1032p. 11mf. L1 ED 404 377

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663

What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.
207p. 0mf. L3 ED 404 407

Academic Aspiration

Art Activities (Continued)

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.	173p.	2mf.	L2	ED 404 278
Pictures & Words Together: Children Illustrating and Writing Their Own Books.	177p.	0mf.	L3	ED 403 569
Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.	184p.	2mf.	L2	ED 404 272
Tradition and Innovation.	74p.	1mf.	L1	ED 404 223

Art Appreciation

How To Use Child-Size Masterpieces for Art Appreciation: A Parent and Teacher Handbook for Matching, Pairing, Sorting, and Sequencing Postcard-Size Reproductions.	75p.	1mf.	L2	ED 404 274
Tradition and Innovation.	74p.	1mf.	L1	ED 404 223

Art Criticism

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.	85p.	1mf.	L2	ED 404 224

Art Education

Advocacy.	47p.	1mf.	L1	ED 404 220
Alaska Native Arts Education Survey.	30p.	1mf.	L1	ED 404 230
Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.	0p.	0mf.	L3	ED 404 233
The Art and Science Connection. Hands-On Activities for Primary Students.	168p.	0mf.	L3	ED 404 145
The Art and Science Connection: Hands-on Activities for Intermediate Students.	214p.	0mf.	L3	ED 404 146
Art and Thinking Skills.	46p.	1mf.	L1	ED 404 221
Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.	142p.	2mf.	L2	ED 404 287
Constructivism and Arts Based Programs.	14p.	1mf.	L1	ED 404 007
Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.	513p.	6mf.	L2	ED 404 275
Global Education.	50p.	1mf.	L1	ED 404 222
Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.	116p.	0mf.	L3	ED 404 231
Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.	184p.	2mf.	L2	ED 404 272
This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.	85p.	1mf.	L2	ED 404 224

Child Abuse

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
0p. 0mf. L3 ED 403 990

Child Advocacy

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. 1mf. L1 ED 403 981

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

Child Behavior

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

Child Caregivers

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

Child Development

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. 1mf. L1 ED 404 023

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary

Colonialism

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

Color

Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
11p. 1mf. L1 ED 404 048

Communicable Diseases

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Communication (Thought Transfer)

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Communication Apprehension

The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
9p. 1mf. L1 ED 403 620

Communication Disorders

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Communication Skills

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
11p. 1mf. L1 ED 403 606

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.

Counselor Training

Comprehensive Group Work: What It Means & How To Teach It.
310p. 4mf. L2 ED 403 524
A Handbook for Developing Multicultural Awareness. Second Edition.
325p. 4mf. L2 ED 403 512
Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531
Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

Counselors

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533
The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

Course Content

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

Course Descriptions

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Course Organization

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
22p. 1mf. L1 ED 403 751
Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Courseware

Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877

Court Litigation

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533
The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527
Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531
Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863
Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411
Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. 1mf. L1 ED 404 075

Creative Activities

Art Projects for Young Children.

Democratic Values (Continued)

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Demography

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

One in Four: America's Youngest Poor.
88p. 0mf. L3 ED 404 030

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Demonstration Programs

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Department Heads

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

Departments

The Speech Communication Association: Advancement of the Discipline.
15p. 1mf. L2 ED 403 614

A Study of the Reputations of Doctoral Programs in Communication.
7p. 1mf. L2 ED 403 610

Desensitization

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Desktop Publishing

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Developed Nations

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

International Education Indicators: A Time Series Perspective.
129p. 2mf. L1 ED 404 365

Developing Nations

Programa Actual 1991 (Current Programme 1991).

Educational Change (Continued)

The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
29p. 1mf. L1 ED 404 204

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Fish Hoek Middle School: Issues of Education Reform in South Africa.
15p. 1mf. L1 ED 404 005

Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
252p. 0mf. L3 ED 403 850

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
203p. 0mf. L3 ED 404 254

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Educational Cooperation

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

School Exchanges: Cultural Diversity, Conflict and Cooperation.

Electronic Technicians (Continued)

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. 2mf. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Electronic Text

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Elementary Education

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
155p. 2mf. L1 ED 403 602

Elementary School Curriculum

Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.
51p. 1mf. L1 ED 404 250

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
208p. 3mf. L1 ED 403 498

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.
22p. 1mf. L1 ED 404 252

Elementary School Mathematics

Research Ideas for the Classroom: Early Childhood Mathematics.
390p. 0mf. L3 ED 404 142

Research Ideas for the Classroom: Middle Grades Mathematics.
368p. 0mf. L3 ED 404 143

Elementary School Science

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Elementary School Students

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.

Extension Education

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Facility Improvement

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. 1mf. L1 ED 403 856

Facility Planning

Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
255p. 3mf. L2 ED 404 157

Faculty Development

Building Bridges: The Mission & Principles of Professional Development.
5p. 1mf. L1 ED 404 322

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. 1mf. L1 ED 403 862

Faculty Evaluation

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Faculty Promotion

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

Faculty Publishing

Grammar

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Caught'Ya! Grammar with a Giggle.
238p. 0mf. L3 ED 403 567

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588

Grammar Translation Method

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. 1mf. L1 ED 403 754

Grandparents

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Grants

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Grants for Beginners: The Painless Guide for Teachers.
13p. 1mf. L1 ED 404 321

Grantsmanship

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Grants for Beginners: The Painless Guide for Teachers.
13p. 1mf. L1 ED 404 321

Greenhouse Effect

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

The Living Ocean.
9p. 1mf. L1 ED 404 119

Groundwater

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Group Activities

Using Cooperative Learning in the Technical Classroom.
6p. 1mf. L1 ED 403 438

Group Behavior

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Group Counseling

Comprehensive Group Work: What It Means & How To Teach It.
310p. 4mf. L2 ED 403 524

Group Dynamics

Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.

Inner City

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Innovation

Tradition and Innovation.
74p. 1mf. L1 ED 404 223

Inquiry

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

Inservice Education

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Inservice Teacher Education

The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.
96p. 1mf. L1 ED 404 105

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Institutional Characteristics

Integrated Postsecondary Education Data System, 1994. CD-ROM .
0p. 0mf. L3 ED 404 376

Institutional Cooperation

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

Institutional Evaluation

Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.
21p. 1mf. L1 ED 403 789

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.

Labor Force Development (Continued)

Partnership Research.
16p. 1mf. L1 ED 403 491

Performance Improvement.
34p. 1mf. L1 ED 403 490

Practitioner States.
32p. 1mf. L1 ED 403 485

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

Status of HRD Research.
24p. 1mf. L1 ED 403 496

Structured and Unstructured Learning.
28p. 1mf. L1 ED 403 486

Team Building.
26p. 1mf. L1 ED 403 493

Training Practices.
31p. 1mf. L1 ED 403 494

Transfer of Training.
23p. 1mf. L1 ED 403 480

University Instruction in HRD.
25p. 1mf. L1 ED 403 489

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Workforce Issues.
31p. 1mf. L1 ED 403 473

Labor Market

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Labor Turnover

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Land Use

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Language Acquisition

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH

Management Development

HRD in Selected Nations.
27p. 1mf. L1 ED 403 467

Leadership and Management Development.
28p. 1mf. L1 ED 403 487

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Training Practices.
31p. 1mf. L1 ED 403 494

Managerial Occupations

Core Directions in HRD.
32p. 1mf. L1 ED 403 478

Manipulative Materials

How To Use Child-Size Masterpieces for Art Appreciation: A Parent and Teacher Handbook for Matching, Pairing, Sorting, and Sequencing Postcard-Size Reproductions.
75p. 1mf. L2 ED 404 274

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Marketing

Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573

Mass Media Effects

Introduction to Media Literacy Education and Media Literacy Education Bibliography.
23p. 1mf. L1 ED 403 611

Mass Media Use

Introduction to Media Literacy Education and Media Literacy Education Bibliography.
23p. 1mf. L1 ED 403 611

Master Teachers

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Masters Programs

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Mathematical Aptitude

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Mathematical Concepts

Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
142p. 0mf. L3 ED 404 185

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.

Neighborhood Improvement

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Neighborhoods

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Newsletters

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Non Western Civilization

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
14p. 1mf. L1 ED 404 193

Nonfiction

A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
43p. 1mf. L1 ED 403 589

Nonmajors

English Programs for Non-English Majors at Universities in Taiwan.
13p. 1mf. L1 ED 403 757

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

Nonprofit Organizations

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

Nontraditional Students

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

North American Culture

Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.
38p. 1mf. L1 ED 403 552

Numeracy

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Nurses

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Nurses Aides

Personal Narratives (Continued)

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

Women Teachers on the Frontier.
284p. 0mf. L3 ED 404 092

Personality Development

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Personality Measures

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

Personality Studies

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Personality Theories

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Personality Traits

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Personnel Evaluation

Evaluation Issues in HRD.
24p. 1mf. L1 ED 403 465

Evaluation Systems in HRD.
25p. 1mf. L1 ED 403 492

Redefining Competency from a Systems Perspective for the 21st Century.
15p. 1mf. L1 ED 403 447

Personnel Management

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Team Building.
26p. 1mf. L1 ED 403 493

Personnel Policy

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Persuasive Discourse

How To Debate. Revised Edition. (A Speak Out, Write On! Book).
128p. 0mf. L3 ED 403 626

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573

Philanthropic Foundations

Philanthropy in Croatia: The Problems of Teaching.

Public Schools (Continued)

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Telecommunications: Does It Make a Difference in the Classroom?
8p. 1mf. L1 ED 403 880

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663

Public Speaking

The Enduring Heart of the Public Speaking Course.
8p. 1mf. L1 ED 403 623

How To Debate. Revised Edition. (A Speak Out, Write On! Book).
128p. 0mf. L3 ED 403 626

The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
9p. 1mf. L1 ED 403 620

Publications

The Copyright Handbook: How To Protect and Use Written Works. Third Edition.
356p. 0mf. L3 ED 403 591

Purchasing

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Qualitative Research

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Quality Control

Quality Assurance in Continuing Professional Education. An Analysis.
215p. 0mf. L3 ED 403 441

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Quality of Life

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. 1mf. L1 ED 404 023

The Reality of Dyslexia.
160p. 0mf. L3 ED 403 542

School Administration

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

School Based Management

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
81p. 0mf. L3 ED 404 398

Redefining Leadership Roles for Site-Based Management Systems.
26p. 1mf. L1 ED 403 640

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643

Successful Site-Based Management: A Practical Guide. Revised Edition.
202p. 3mf. L2 ED 403 666

School Business Relationship

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
13p. 1mf. L1 ED 403 497

Partnership Research.
16p. 1mf. L1 ED 403 491

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

School Choice

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. 1mf. L1 ED 403 631

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. 1mf. L1 ED 403 633

School Community Programs

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

School Community Relationship

Establishing Curriculums through Effective Public Relations.

Service Learning (Continued)

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Learn and Serve America. Higher Education Program Descriptions, 1996.
48p. 1mf. L1 ED 403 861

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Service Occupations

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Severe Disabilities

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Severe Mental Retardation

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Sex Differences

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.
16p. 1mf. L1 ED 404 134

Sex Discrimination

Story Telling (Continued)

Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.
14p. 1mf. L2 ED 404 039

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Strategic Planning

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
256p. 0mf. L3 ED 403 809

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
43p. 1mf. L2 ED 403 628

Stress Management

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Stress Variables

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
11p. 1mf. L1 ED 404 048

Structural Equation Models

The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.
30p. 1mf. L1 ED 404 347

Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
27p. 1mf. L1 ED 404 349

Student Adjustment

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

Helping Your Child Start School: A Practical Guide for Parents.
224p. 0mf. L3 ED 404 026

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

Secondary School Transition: Planning for Success.
7p. 1mf. L1 ED 403 705

Student Attitudes

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

The Attitudes toward Mathematics Instrument.

Teacher Guidance

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

Teacher Improvement

Building Bridges: The Mission & Principles of Professional Development.
5p. 1mf. L1 ED 404 322

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Teacher Influence

English Programs for Non-English Majors at Universities in Taiwan.
13p. 1mf. L1 ED 403 757

Teacher Interns

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

Teacher Morale

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Teacher Motivation

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Teacher Participation

Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643

Teacher Qualifications

Instructional Technology.
19p. 1mf. L1 ED 403 471

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Teacher Recruitment

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

Uncommonly Taught Languages

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Underachievement

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

Undergraduate Students

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Undergraduate Study

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
255p. 3mf. L2 ED 404 157

United States History

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Central Florida Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Chesterfield/Marlboro Technical College, AACC Progress Report.
8p. 1mf. L1 ED 403 933

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Fresno City College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 937

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.

Writing Achievement

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. 1mf. L1 ED 403 592

Writing Across the Curriculum

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

Reliving the History of WAC--Every Day.
5p. 1mf. L1 ED 403 597

Writing Apprehension

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Writing Assignments

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564

The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.
33p. 1mf. L1 ED 404 109

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Writing Attitudes

Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
8p. 1mf. L1 ED 403 566

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Writing Difficulties

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Writing Evaluation

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. 1mf. L1 ED 403 592

Writing Exercises

What's in a Name?
9p. 1mf. L1 ED 403 581

Writing for Publication

A Copyright Guide for Authors.
243p. 0mf. L3 ED 403 595

The Copyright Handbook: How To Protect and Use Written Works. Third Edition.
356p. 0mf. L3 ED 403 591

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Academic Education

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

Academic Failure

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Academic Libraries

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Academic Persistence

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Academic Standards

Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
13p. 1mf. L1 ED 403 843

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

Academically Gifted

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

Acceleration (Education)

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

Access to Education

Tradition and Innovation.
74p. 1mf. L1 ED 404 223

Art Expression

Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
301p. 0mf. L3 ED 403 590

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568

Articulation (Education)

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

Artists

The Economic Impact of the Arts in Alaska.
58p. 1mf. L2 ED 404 229

Asian Americans

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Aspiration

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Astronomy

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

At Risk Persons

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

Attachment Behavior

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.

Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
28p. 1mf. L1 ED 403 687

Child Health

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Kids Count 1995 Data Book on Louisiana's Children.
190p. 2mf. L1 ED 404 011

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
91p. 0mf. L3 ED 403 995

Child Labor

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

Child Language

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588

Child Rearing

Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.
668p. 0mf. L3 ED 404 034

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Child Welfare

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Maryland 1994 KIDS COUNT Factbook.
157p. 2mf. L1 ED 404 031

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. 1mf. L1 ED 403 981

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

Childhood Attitudes

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

Childhood Needs

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Kids Count 1995 Data Book on Louisiana's Children.
190p. 2mf. L1 ED 404 011

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

5p. 1mf. L1 ED 403 579

Communicative Competence (Languages)

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

Community

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 265

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

Community Action

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Community Based Instruction (Disabilities)

Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
37p. 0mf. L3 ED 403 701

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Community Centers

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

Community Change

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Community Characteristics

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Community Colleges

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

146p. 2mf. L2 ED 404 271

Creative Art

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Creative Dramatics

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Creative Expression

Art Projects for Young Children.
146p. 2mf. L2 ED 404 271

Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
301p. 0mf. L3 ED 403 590

Creative Thinking

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664

Creative Writing

Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
301p. 0mf. L3 ED 403 590

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
8p. 1mf. L1 ED 403 566

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Crime

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Crisis Intervention

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
135p. 2mf. L2 ED 403 511

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Critical Reading

Dialogic Bonds and Boundaries.
6p. 1mf. L2 ED 403 565

Critical Theory

88p. 1mf. L1 ED 403 976

Developmental Disabilities

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703
Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Developmental Programs

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

Developmental Stages

A Piagetian View of Learning Styles.
4p. 1mf. L1 ED 404 191
Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
28p. 1mf. L1 ED 403 687

Developmental Studies Programs

Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
13p. 1mf. L1 ED 403 843

Diagnostic Teaching

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Diagnostic Tests

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

Dialogs (Language)

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Dialogs (Literary)

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Diaries

Women Teachers on the Frontier.
284p. 0mf. L3 ED 404 092

Differences

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

Dimensional Preference

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
15p. 1mf. L1 ED 404 001

Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

Straight Talk and Honest Writing.
4p. 1mf. L1 ED 403 596

Educational Counseling

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290

Educational Demand

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

Educational Development

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. 1mf. L1 ED 404 209

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

Educational Diagnosis

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Educational Discrimination

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Educational Environment

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

21p. 1mf. L1 ED 404 346

Elementary School Teachers

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637
A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127
Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299
A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873
Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Elementary Schools

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054

Elementary Secondary Education

Equality and Inequality in Education Policy.
314p. 0mf. L3 ED 404 409
Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364
The NAEP 1994 Technical Report.
1032p. 11mf. L1 ED 404 377
NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362
School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Eligibility

Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.
16p. 1mf. L1 ED 403 797

Emergency Squad Personnel

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

Emergent Literacy

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543
Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.
14p. 1mf. L2 ED 404 039
Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
14p. 1mf. L1 ED 403 547
Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Emotional Adjustment

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Emotional Problems

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Faculty Workload

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963

Fair Use (Copyrights)

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Family (Sociological Unit)

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.
69p. 1mf. L1 ED 404 020

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
6p. 1mf. L1 ED 403 624

Family Characteristics

Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
6p. 1mf. L1 ED 403 624

Family Counseling

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Family Environment

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Family Health

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Family Influence

French Immersion in Canada: Frequently Asked Questions (FAQs).
8p. 1mf. L1 ED 403 771

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Family Involvement

8p. 1mf. L2 ED 404 043

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

Team Building.
26p. 1mf. L1 ED 403 493

Group Guidance

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
208p. 3mf. L1 ED 403 498

Group Therapy

Comprehensive Group Work: What It Means & How To Teach It.
310p. 4mf. L2 ED 403 524

Hands on Science

The Art and Science Connection. Hands-On Activities for Primary Students.
168p. 0mf. L3 ED 404 145

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

Handwriting

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Hawaiians

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054

Hazardous Materials

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Health Care Costs

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Health Conditions

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670

Health Education

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Actions for Health: Grade 4. Contemporary Health Series.
419p. 5mf. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

Actions for Health: Grade 6. Contemporary Health Series.
438p. 5mf. L2 ED 404 297

9p. 1mf. L1 ED 403 812

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

Institutional Mission

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Instructional Design

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Foreign Language on the Block.
97p. 2mf. L1 ED 403 742

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Instructional Development

Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
37p. 0mf. L3 ED 403 701

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

Instructional Effectiveness

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Cognitive Engagement in Cooperative Learning.
17p. 1mf. L1 ED 404 352

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. 1mf. L1 ED 404 164

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

A Meta-Analysis of Scripted Cooperative Learning.
11p. 1mf. L1 ED 404 353

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Instructional Improvement

Mathematical Knowledge and the Intermediate School Teacher.
9p. 1mf. L1 ED 404 147

Models for Improving College Teaching: A Faculty Resource. ASHE-

Module 2.
150p. 2mf. L1 ED 403 675

Language Arts

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601

English Language Arts. Alabama Course of Study. Bulletin 1993, No. 37.
164p. 2mf. L1 ED 403 555

Finding Language in the Language Arts: Towards "Cognitive Language Arts."
16p. 1mf. L1 ED 403 583

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

Limited Democracy: Voice and Choice in the Language Methods Class.
20p. 1mf. L1 ED 404 327

Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.
232p. 0mf. L3 ED 403 537

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Language Attitudes

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Proud of Two Languages. Videotape.
0p. 0mf. L3 ED 403 769

Language Enrollment

The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.
146p. 2mf. L1 ED 403 741

Language Maintenance

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736

Proud of Two Languages. Videotape.
0p. 0mf. L3 ED 403 769

Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753

Language Minorities

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.

57p. 1mf. L1 ED 404 184

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180

Mathematical Models

Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.
28p. 1mf. L1 ED 404 348

The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.
30p. 1mf. L1 ED 404 347

Mathematical Vocabulary

Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).
88p. 1mf. L1 ED 404 116

Mathematics

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Mathematics Achievement

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163

The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. 1mf. L1 ED 404 164

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Measuring Up: Prototypes for Mathematics Assessment.
173p. 2mf. L2 ED 404 102

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180

Mathematics Anxiety

The Attitudes toward Mathematics Instrument.
19p. 1mf. L1 ED 404 165

Mathematics Curriculum

Current Concepts in Teaching Mathematics.
19p. 1mf. L1 ED 404 186

Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

Windows of Opportunity: Mathematics for Students with Special Needs.

Employability Skills Center.
511p. 6mf. L1 ED 403 384

Nutrition

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
165p. 2mf. L1 ED 403 683

Objective Tests

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378

Obstetrics

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Occupational Aspiration

Career Development.
33p. 1mf. L1 ED 403 474

Occupational Information

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

Occupational Mobility

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Occupational Safety and Health

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Occupational Therapists

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Occupational Therapy

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

27p. 1mf. L1 ED 404 324

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Philosophy

Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559

Phonetics

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Phonics

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Phonology

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Photosynthesis

The Living Ocean.
9p. 1mf. L1 ED 404 119

Physical Activities

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Physical Disabilities

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Regional and Subregional Libraries for the Blind and Physically Handicapped.
34p. 1mf. L1 ED 403 923

A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
46p. 1mf. L1 ED 403 673

Physical Education

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Physical Environment

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
15p. 1mf. L1 ED 404 001

Questionnaires

The Attitudes toward Mathematics Instrument.
19p. 1mf. L1 ED 404 165

Racial Attitudes

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Racial Balance

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

Racial Bias

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Racial Differences

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
81p. 0mf. L3 ED 404 398

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Racial Discrimination

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Equality and Inequality in Education Policy.
314p. 0mf. L3 ED 404 409

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

Racial Factors

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Racial Integration

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

Racial Relations

Diversity in the Workplace.
22p. 1mf. L1 ED 403 488

Racial Segregation

Neighborhoods, Troubles, and Schooling: The Ecology of

15p. 1mf. L1 ED 403 648

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

School Counseling

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Multicultural Counseling in Schools: A Synergetic Approach.
333p. 4mf. L2 ED 403 510

Partners in Play: An Adlerian Approach to Play Therapy.
228p. 3mf. L2 ED 403 520

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
135p. 2mf. L2 ED 403 511

School Counselors

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

School Culture

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637

The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

School Demography

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
257p. 0mf. L3 ED 403 791

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

Sex Education

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

It's Elementary. Talking about Gay Issues. Videotape.
0p. 0mf. L3 ED 404 318

Sex Fairness

Diversity in the Workplace.
22p. 1mf. L1 ED 403 488

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194

Sexual Harassment

Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194

Sexuality

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

Shared Resources and Services

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Signs

Driving: English-Spanish. Enlarged and Revised Edition.
51p. 1mf. L2 ED 403 763

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. 1mf. L2 ED 403 764

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

Skiing

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
11p. 1mf. L1 ED 404 074

Skill Centers

Creating & Managing Learning Centers: A Thematic Approach.
199p. 3mf. L2 ED 404 024

Skill Development

19p. 1mf. L1 ED 404 165

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. 1mf. L1 ED 403 852

Implementing a Multi-age Model in a New York City Public School.
22p. 1mf. L1 ED 404 033

Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

Student Behavior

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Student Centered Curriculum

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.

Teacher Rights

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Teacher Role

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

English Programs for Non-English Majors at Universities in Taiwan.
13p. 1mf. L1 ED 403 757

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

HRD Models in Europe.
18p. 1mf. L1 ED 403 469

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. 1mf. L1 ED 404 216

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290

Teacher Salaries

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Teacher Student Relationship

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
57p. 1mf. L1 ED 404 041

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

6p. 1mf. L1 ED 403 940

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

Itawamba Community College, Exploring America's Communities.
Progress Report.
7p. 1mf. L1 ED 403 943

Kirkwood Community College, Exploring America's Communities: In
Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 944

Metropolitan Community Colleges, Exploring America's
Communities. Progress Report.
6p. 1mf. L1 ED 403 948

Monroe Community College, Exploring America's Communities.
Progress Report.
7p. 1mf. L1 ED 403 950

Motlow State Community College, Exploring America's Communities:
Honors American Studies. Progress Report.
7p. 1mf. L1 ED 403 951

National Conference on American Pluralism and Identity Program
Book (New Orleans, Louisiana, January 18-19, 1997).
233p. 3mf. L1 ED 403 924

Northampton Community College, Exploring America's Communities.
Progress Report.
11p. 1mf. L1 ED 403 952

Nunez Community College, Exploring America's Communities.
Progress Report.
7p. 1mf. L1 ED 403 953

Rockland Community College, Exploring America's Communities.
Progress Report.
9p. 1mf. L1 ED 403 955

Rupturing the Codes: The Use of Drama and Dramatic Literature in
the History Classroom.
37p. 1mf. L1 ED 403 599

San Antonio College, Exploring America's Communities. Progress
Report.
6p. 1mf. L1 ED 403 956

Santa Rosa Junior College, Exploring America's Communities.
American Cultures Project. Progress Report.
7p. 1mf. L1 ED 403 957

Schools in the Great Depression. Studies in the History of
Education Volume 2. Garland Reference Library of Social Science
Volume 1037.
203p. 0mf. L3 ED 404 254

Tarrant County Junior College District, Exploring America's
Communities. Progress Report.
7p. 1mf. L1 ED 403 959

Tulsa Community College, Exploring America's Communities.
Progress Report.
8p. 1mf. L1 ED 403 960

University of Hawaii Leeward Community College, Exploring
America's Communities. Progress Report.
7p. 1mf. L1 ED 403 947

University of Kentucky Southeast Community College, Exploring
America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

United States Literature

Anoka Ramsey Community College, Exploring America's Communities.
Progress Report.
8p. 1mf. L1 ED 403 925

Butler County Community College, Exploring America's
Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Central Florida Community College, Exploring America's

HRD Journals.
20p. 1mf. L1 ED 403 477

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. 0mf. L3 ED 403 594

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

Writing Improvement

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
43p. 1mf. L1 ED 403 589

Writing Instruction

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
43p. 1mf. L1 ED 403 589

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Straight Talk and Honest Writing.
4p. 1mf. L1 ED 403 596

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
5p. 1mf. L1 ED 403 579

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
100p. 2mf. L1 ED 403 857

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. 1mf. L1 ED 404 391

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
81p. 0mf. L3 ED 404 398

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. 1mf. L1 ED 404 061

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Access to Information

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

126p. 2mf. L1 ED 403 680
Effects of Teacher Attachment History on Teacher-Child Relationships.
17p. 1mf. L1 ED 404 037
Attendance

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382
Attendance Patterns

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974
Attention Deficit Disorders

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712
Attention Deficit Disorders in the Mathematics Classroom.
17p. 1mf. L1 ED 403 721
Secondary School Transition: Planning for Success.
7p. 1mf. L1 ED 403 705
Therapy in the Mountains.
8p. 1mf. L1 ED 404 085
Attitude Change

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881
The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839
Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420
Attitude Measures

The Attitudes toward Mathematics Instrument.
19p. 1mf. L1 ED 404 165
A Practical Guide to Arts Participation Research. Research Division Report #30.
96p. 1mf. L1 ED 404 283
Audience Awareness

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557
Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573
Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780
Audience Participation

A Practical Guide to Arts Participation Research. Research Division Report #30.
96p. 1mf. L1 ED 404 283
Audience Response

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881
Audiotape Recordings

Children

Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.
31p. 1mf. L1 ED 404 022

Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.
668p. 0mf. L3 ED 404 034

Children and Gun Violence. Hearings on S. 1087, a Bill To Amend Title 18, United States Code, To Prohibit the Possession of a Handgun or Ammunition by, or the Private Transfer of a Handgun or Ammunition to, a Juvenile, before the Subcommittee on JuvenileJustice of the Committee on the Judiciary. United States Senate, 103rd Congress, First Session.
199p. 3mf. L1 ED 403 501

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Kids Count Alaska Data Book: 1996.
115p. 2mf. L1 ED 404 028

Maryland 1994 KIDS COUNT Factbook.
157p. 2mf. L1 ED 404 031

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. 1mf. L1 ED 403 981

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Childrens Literature

G is for Geography: Children's Literature and the Five Themes.
112p. 2mf. L2 ED 404 234

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

Childrens Rights

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

Childrens Writing

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. 0mf. L3 ED 403 594

Chronic Illness

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

Church Role

I Am a Promise. The School Achievement of British African

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Black River Technical College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 928

Bronx Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 929

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Central Florida Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Collin County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 934

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.
9p. 1mf. L1 ED 403 945

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
22p. 1mf. L2 ED 403 786

Fresno City College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 937

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Hagerstown Junior College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 938

Harrisburg Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 939

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

Itawamba Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 943

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 944

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Critical Thinking

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Art and Thinking Skills.
46p. 1mf. L1 ED 404 221

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 944

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
5p. 1mf. L1 ED 403 579

Critical Viewing

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Introduction to Media Literacy Education and Media Literacy Education Bibliography.
23p. 1mf. L1 ED 403 611

Cross Cultural Studies

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

From Afar to Zulu: A Dictionary of African Cultures.
212p. 0mf. L3 ED 404 258

Cross Cultural Training

Counseling Interracial Individuals and Families.
229p. 3mf. L2 ED 403 522

Cross-Cultural HRD.
24p. 1mf. L1 ED 403 481

A Handbook for Developing Multicultural Awareness. Second Edition.
325p. 4mf. L2 ED 403 512

Multicultural Counseling in Schools: A Synergetic Approach.
333p. 4mf. L2 ED 403 510

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.

Disabilities

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.	484p.	0mf.	L3	ED 403 729
AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.	284p.	0mf.	L3	ED 403 731
AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.	342p.	0mf.	L3	ED 403 728
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.	379p.	0mf.	L3	ED 403 730
American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).	130p.	2mf.	L1	ED 403 693
Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.	126p.	2mf.	L1	ED 403 680
The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.	144p.	2mf.	L1	ED 403 679
Challenges in Health Care: A Chartbook Perspective 1991.	130p.	2mf.	L1	ED 403 670
Chartbook on Disability in the United States, 1996.	71p.	1mf.	L1	ED 403 690
The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.	132p.	2mf.	L1	ED 403 676
Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.	58p.	1mf.	L1	ED 403 714
Community Inclusion Outreach Training Project. Final Report.	970p.	11mf.	L1	ED 403 707
Disruption, Disaster, and Death: Helping Students Deal with Crises.	121p.	2mf.	L1	ED 403 709
Due Process Hearings: An Update. Final Report.	31p.	1mf.	L1	ED 403 717
Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.	97p.	2mf.	L1	ED 403 677
Handbook for Successful Inclusion.	220p.	0mf.	L3	ED 403 708
Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.	103p.	2mf.	L1	ED 403 681
Health Conditions and Impairments Causing Disability. Disabililty Statistics Abstract, Number 16.	5p.	1mf.	L1	ED 403 710

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Educational Equity (Finance)

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Principles of a Sound State School Finance System.
31p. 1mf. L2 ED 403 634

Educational Experience

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Educational Facilities

Education for Reconstruction.
83p. 1mf. L1 ED 403 636

Facts and Figures. A Compendium of Statistics on Ontario Universities. Volume 4.
249p. 3mf. L2 ED 403 847

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

Educational Finance

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
13p. 1mf. L1 ED 404 200

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
100p. 2mf. L1 ED 403 857

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. 1mf. L1 ED 403 856

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
252p. 0mf. L3 ED 403 850

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Emotional Response

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

Empathy

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Employed Parents

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
39p. 1mf. L1 ED 404 013

Latchkey Children: Are They Prepared for Self-Care.
17p. 1mf. L1 ED 404 025

Employed Women

Career Development/Special Needs.
33p. 1mf. L1 ED 403 484

Employee Attitudes

Team Building.
26p. 1mf. L1 ED 403 493

Employer Attitudes

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Employer Employee Relationship

High Involvement Work Teams.
26p. 1mf. L1 ED 403 470

HRD & Business Outcomes.
29p. 1mf. L1 ED 403 463

HRD in Selected Nations.
27p. 1mf. L1 ED 403 467

HRD Town Forum.
15p. 1mf. L1 ED 403 462

Orchestrating Work and Learning.
21p. 1mf. L1 ED 403 468

Rethinking Diversity.
22p. 1mf. L1 ED 403 466

Status of HRD Research.
24p. 1mf. L1 ED 403 496

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

Employment

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

Employment Opportunities

Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Employment Patterns

Catering and Hospitality Industry--Key Facts and Figures.

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Family Life

Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
6p. 1mf. L1 ED 403 624

Family Life Education

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Family Problems

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Family Programs

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
44p. 1mf. L1 ED 404 012

Why Is Outdoor Recreation Worth $30 Million to the Air Force?
30p. 1mf. L1 ED 404 076

Family Relationship

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Family School Relationship

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

Family Structure

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Family Violence

Social Policy Report, 1995.
61p. 1mf. L1 ED 404 000

Family Work Relationship

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
39p. 1mf. L1 ED 404 013

Federal Aid

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

Actions for Health: Kindergarten. Contemporary Health Series.
346p. 4mf. L2 ED 404 294

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Leading the Way on Controversial Issues.
40p. 1mf. L1 ED 403 502

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Health Insurance

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
91p. 0mf. L3 ED 403 995

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Health Needs

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
91p. 0mf. L3 ED 403 995

Health Occupations

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Health Promotion

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Actions for Health: Grade 4. Contemporary Health Series.
419p. 5mf. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

Actions for Health: Grade 6. Contemporary Health Series.
438p. 5mf. L2 ED 404 297

Actions for Health: Kindergarten. Contemporary Health Series.
346p. 4mf. L2 ED 404 294

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Practitioner States.
32p. 1mf. L1 ED 403 485

Health Services

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

Hearing (Physiology)

ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

Instructional Innovation

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

The Teacher's Complete & Easy Guide to the Internet.
320p. 0mf. L3 ED 403 868

Instructional Leadership

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Instructional Material Evaluation

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Instructional Materials

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Instruction on the Web: Authoring Tutorials in HTML.
12p. 1mf. L1 ED 403 898

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

Insurance

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Integrated Activities

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

Integrated Curriculum

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.

271p. 3mf. L1 ED 404 176
Language Patterns

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773
Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776
Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744
Language Processing

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. 1mf. L1 ED 403 749
Language Proficiency

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733
The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166
French Immersion in Canada: Frequently Asked Questions (FAQs).
8p. 1mf. L1 ED 403 771
Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772
Language Research

Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.
18p. 1mf. L1 ED 403 761
Language Rhythm

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748
Language Role

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736
Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760
Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767
Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753
Language Skills

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406
Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. 2mf. L1 ED 403 766
Francais langue seconde trousse d'evaluation. Tests modeles pour

476p. 5mf. L2 ED 404 115

Mathematics Education

Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
142p. 0mf. L3 ED 404 185

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
95p. 1mf. L1 ED 404 158

Mathematics Instruction

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Assessment and Realistic Mathematics Education.
303p. 0mf. L3 ED 404 182

Attention Deficit Disorders in the Mathematics Classroom.
17p. 1mf. L1 ED 403 721

The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.
17p. 1mf. L1 ED 403 853

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. 1mf. L1 ED 404 164

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

Measuring Up: Prototypes for Mathematics Assessment.
173p. 2mf. L2 ED 404 102

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

Mathematics Skills

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. 1mf. L1 ED 404 184

Mathematics Teachers

Mathematical Knowledge and the Intermediate School Teacher.
9p. 1mf. L1 ED 404 147

Oceanography

The Living Ocean.
9p. 1mf. L1 ED 404 119

Office Management

Building and Managing Your Private Practice.
290p. 4mf. L2 ED 403 521

Older Adults

Career Development/Special Needs.
33p. 1mf. L1 ED 403 484

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

On Campus Students

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

On the Job Training

Evaluation Issues in HRD.
24p. 1mf. L1 ED 403 465

Learning Research.
30p. 1mf. L1 ED 403 472

Structured and Unstructured Learning.
28p. 1mf. L1 ED 403 486

One Parent Family

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Online Catalogs

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

Online Searching

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Physical Fitness

Why Is Outdoor Recreation Worth $30 Million to the Air Force?
30p. 1mf. L1 ED 404 076

Physical Therapists

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Physical Therapy

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Physics

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Piagetian Theory

A Piagetian View of Learning Styles.
4p. 1mf. L1 ED 404 191

Play

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Play Therapy

Partners in Play: An Adlerian Approach to Play Therapy.
228p. 3mf. L2 ED 403 520

Poetry

Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
8p. 1mf. L1 ED 403 566

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Policy Formation

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. 1mf. L1 ED 403 981

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Political Attitudes

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.

Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386
Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Rating Scales

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845
A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Readability

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Reader Response

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Reading Ability

The Reality of Dyslexia.
160p. 0mf. L3 ED 403 542

Reading Achievement

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543
Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Reading Aloud to Others

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543
Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Reading Assignments

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
14p. 1mf. L1 ED 404 193

Reading Attitudes

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551
Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738
Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Reading Comprehension

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534
The New Basal Readers: What Levels of Comprehension Do They Promote?
12p. 1mf. L1 ED 403 546
The PhotoReading Whole Mind System.

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

School Desegregation

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

School District Spending

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

School Effectiveness

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. 1mf. L1 ED 404 211

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

School Guidance

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290

School Health Services

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
25p. 1mf. L1 ED 404 097

School Holding Power

Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
9p. 1mf. L1 ED 403 417

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.

Actions for Health: Grade 4. Contemporary Health Series.
419p. 5mf. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

Actions for Health: Grade 6. Contemporary Health Series.
438p. 5mf. L2 ED 404 297

Actions for Health: Kindergarten. Contemporary Health Series.
346p. 4mf. L2 ED 404 294

Learning Research.
30p. 1mf. L1 ED 403 472

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.
184p. 2mf. L2 ED 404 272

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Skilled Occupations

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Skits

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Small Businesses

HRD & Business Outcomes.
29p. 1mf. L1 ED 403 463

Small Colleges

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

Small Group Instruction

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Social Action

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Social Attitudes

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Social Foundations of Education and the Debate about Flag Desecration.
5p. 1mf. L1 ED 404 251

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Social Behavior

Critical Review of Leech's (1983) Proposal about Politeness.
11p. 1mf. L1 ED 403 618

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Social Change

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.

155p. 2mf. L1 ED 403 602

Picture What Women Do: An Inquiry Learning Example.
12p. 1mf. L1 ED 403 612

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Student Certification

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

Student Characteristics

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.
10p. 1mf. L1 ED 404 018

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Performance Indicators of California Higher Education, 1995.
99p. 2mf. L1 ED 403 806

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Student College Relationship

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

Effects of Teacher Attachment History on Teacher-Child Relationships.
17p. 1mf. L1 ED 404 037

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Teacher Supervision

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641

Teacher Supply and Demand

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Teacher Workshops

Straight Talk and Honest Writing.
4p. 1mf. L1 ED 403 596

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056

Teachers

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339

Grants for Beginners: The Painless Guide for Teachers.
13p. 1mf. L1 ED 404 321

Teaching (Occupation)

Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
455p. 0mf. L3 ED 403 792

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Teaching Assistants

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
145p. 2mf. L1 ED 403 829

Teaching Conditions

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332

Teaching Experience

Women Teachers on the Frontier.

Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Chesterfield/Marlboro Technical College, AACC Progress Report.
8p. 1mf. L1 ED 403 933

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.
9p. 1mf. L1 ED 403 945

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

Itawamba Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 943

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 944

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 948

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
7p. 1mf. L1 ED 403 951

National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).
233p. 3mf. L1 ED 403 924

Northampton Community College, Exploring America's Communities. Progress Report.
11p. 1mf. L1 ED 403 952

Nunez Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 953

Rockland Community College, Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 955

San Antonio College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 956

Tulsa Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 960

Writing Was Everything.
155p. 0mf. L3 ED 403 604

Universities

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
31p. 1mf. L1 ED 403 814

Issues/Problems in Assessing and Documenting Institutional

Writing Processes

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564

Writing Skills

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573

Writing Strategies

A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.
43p. 1mf. L1 ED 403 589

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564

What's in a Name?
9p. 1mf. L1 ED 403 581

Writing Teachers

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

Straight Talk and Honest Writing.
4p. 1mf. L1 ED 403 596

Writing Tests

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. 1mf. L1 ED 403 592

Writing Workshops

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Young Children

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

One in Four: America's Youngest Poor.
88p. 0mf. L3 ED 404 030

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Youth Employment

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Youth Problems

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Accessibility (for Disabled)

Inclusion.
37p. 1mf. L1 ED 403 874

Accident Prevention

Whitewater River Accident Analysis.
10p. 1mf. L1 ED 404 089

Accidents

Whitewater River Accident Analysis.
10p. 1mf. L1 ED 404 089

Accountability

Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
13p. 1mf. L1 ED 403 843

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Accreditation (Institutions)

Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.
21p. 1mf. L1 ED 403 789

Acculturation

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Achievement Gains

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!
28p. 1mf. L1 ED 403 740

Achievement Tests

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

NAEP Primer.
110p. 2mf. L1 ED 404 374

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Acquired Immune Deficiency Syndrome

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Audiovisual Aids

Itawamba Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 943

Audits (Verification)

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
30p. 1mf. L1 ED 403 840

Augmentative and Alternative Communication

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Australian Aboriginal Languages

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736

Authoring Aids (Programming)

Instruction on the Web: Authoring Tutorials in HTML.
12p. 1mf. L1 ED 403 898

Authority Control (Information)

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
7p. 1mf. L1 ED 403 900

Authors

A Copyright Guide for Authors.
243p. 0mf. L3 ED 403 595

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Aviation Education

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Awards

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. 1mf. L1 ED 403 862

Baby Boomers

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

Basal Reading

Are the Teachers' Manuals in Basal Readers Helpful for

Caribbeans.
204p. 0mf. L3 ED 404 399

Citizen Participation

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

Citizen Role

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

Citizenship

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 265

The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 267

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Citizenship Education

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 245

Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 244

Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.
38p. 1mf. L1 ED 404 237

Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.
7p. 1mf. L2 ED 404 248

Citizenship Responsibility

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

Rights and Responsibilities. User Guide for Grades K-6. My

6p. 1mf. L1 ED 403 948

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 949

National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).
233p. 3mf. L1 ED 403 924

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 947

Community Development

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Parents, Teachers and Community: Working Together. User's Guide for K-8 Educators and Parents. My America: Building a Democracy Series.
7p. 1mf. L2 ED 404 246

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Community Involvement

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171

Community Problems

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Community Programs

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Community Satisfaction

145p. 2mf. L1 ED 403 829

Cultural Activities

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
303p. 4mf. L2 ED 404 280

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
173p. 2mf. L2 ED 404 278

Rainbows: Stories and Customs from Around the World. Grades 3-6.
82p. 1mf. L1 ED 404 282

Cultural Awareness

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.
142p. 2mf. L2 ED 404 287

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 388

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 389

Cross-Cultural HRD.
24p. 1mf. L1 ED 403 481

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
145p. 2mf. L1 ED 404 383

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
244p. 0mf. L3 ED 404 408

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

Tradition and Innovation.
74p. 1mf. L1 ED 404 223

Cultural Background

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Cultural Context

Critical Review of Leech's (1983) Proposal about Politeness.

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Inclusion.
37p. 1mf. L1 ED 403 874

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
254p. 3mf. L1 ED 403 716

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.
123p. 2mf. L1 ED 403 674

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
165p. 2mf. L1 ED 403 683

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Principles of a Sound State School Finance System.
31p. 1mf. L2 ED 403 634

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

Educational Games

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913

Educational History

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
29p. 1mf. L1 ED 404 204

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
252p. 0mf. L3 ED 403 850

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

Reliving the History of WAC--Every Day.
5p. 1mf. L1 ED 403 597

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
203p. 0mf. L3 ED 404 254

Educational Improvement

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Employment Potential

Employability Skills Center.
511p. 6mf. L1 ED 403 384

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Employment Practices

Action Learning.
33p. 1mf. L1 ED 403 464

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Evaluation Issues in HRD.
24p. 1mf. L1 ED 403 465

High Involvement Work Teams.
26p. 1mf. L1 ED 403 470

HRD & Business Outcomes.
29p. 1mf. L1 ED 403 463

HRD Models in Europe.
18p. 1mf. L1 ED 403 469

Orchestrating Work and Learning.
21p. 1mf. L1 ED 403 468

Employment Projections

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Employment Qualifications

Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

Empowerment

Counseling for Empowerment.
283p. 3mf. L2 ED 403 513

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

Energy Occupations

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
200p. 3mf. L2 ED 403 412

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

Federal Indian Relationship

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Federal Legislation

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
254p. 3mf. L1 ED 403 716

Ohio Children: Together We Can Help Them Grow.
13p. 1mf. L1 ED 403 996

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

Federal Programs

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

Federal Regulation

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532

Feedback

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

Feeder Patterns

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Females

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Hearing Impairments

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Hearings

Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717

Helping Relationship

Expertise in Organizations.
26p. 1mf. L1 ED 403 483

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Heritage Education

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

Hermeneutics

Dialogic Bonds and Boundaries.
6p. 1mf. L2 ED 403 565

High Achievement

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

High Risk Students

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

High School Graduates

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

High School Students

Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400

High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

207p. 0mf. L3 ED 404 225

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.

88p. 1mf. L1 ED 403 407

HRD Academic Programs.

26p. 1mf. L1 ED 403 495

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.

22p. 1mf. L1 ED 403 751

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.

228p. 0mf. L3 ED 403 568

Needs Assessment on Integration of Academic and Vocational Learning.

66p. 1mf. L1 ED 403 450

A Textbook Approach Versus an Integrated Approach in Social Studies.

39p. 1mf. L2 ED 404 249

Integrated Library Systems

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.

177p. 2mf. L1 ED 403 866

Integrated Services

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.

17p. 1mf. L1 ED 404 402

Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.

41p. 1mf. L1 ED 404 335

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.

6p. 1mf. L1 ED 404 421

The Learning Community. A Pro-Family System of Education and Community Services.

43p. 1mf. L1 ED 403 446

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.

25p. 1mf. L1 ED 404 097

Integrity

HRD Town Forum.

15p. 1mf. L1 ED 403 462

No Neutral Ground: Standing by the Values We Prize in Higher Education.

231p. 0mf. L3 ED 403 864

Intellectual Development

Expertise in Organizations.

26p. 1mf. L1 ED 403 483

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.

123p. 2mf. L1 ED 403 674

Intellectual Disciplines

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.

17p. 1mf. L1 ED 403 571

The Speech Communication Association: Advancement of the Discipline.

15p. 1mf. L2 ED 403 614

les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. 3mf. L1 ED 403 765

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753

Language Styles

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Language Teachers

Teacher Preparation through Cooperative Learning.
20p. 1mf. L1 ED 403 735

Language Tests

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. 3mf. L1 ED 403 765

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Language Usage

Critical Review of Leech's (1983) Proposal about Politeness.
11p. 1mf. L1 ED 403 618

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

The New Language of Work.
215p. 0mf. L3 ED 403 428

Language Variation

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.
439p. 5mf. L1 ED 403 759

Languages

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767

Languages for Special Purposes

Developing Listening and Speaking Skills in the Intermediate

Mathematics Tests

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation	222p.	3mf.	L1	ED 404 373
The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.	96p.	1mf.	L1	ED 404 105
Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.	271p.	3mf.	L1	ED 404 176
Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.	147p.	2mf.	L1	ED 404 179
Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.	28p.	1mf.	L1	ED 404 112
NAEP TRP Task 3e: Achievement Dimensionality, Section A.	182p.	2mf.	L1	ED 404 369
Opportunity-to-Learn Effects on Achievement: Analytical Aspects.	53p.	1mf.	L1	ED 404 371

Medical Services

Chartbook on Disability in the United States, 1996.	71p.	1mf.	L1	ED 403 690
Young People with Cancer: A Handbook for Parents. Revised Edition.	96p.	1mf.	L1	ED 403 715

Mental Retardation

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.	47p.	0mf.	L3	ED 403 699
Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.	58p.	1mf.	L1	ED 403 714
Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.	37p.	0mf.	L3	ED 403 701
How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.	51p.	1mf.	L1	ED 403 697
Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.	31p.	0mf.	L3	ED 403 700
Inservice Education Needs of Teachers Working with the Mentally Retarded.	34p.	1mf.	L1	ED 403 669
Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.	75p.	0mf.	L3	ED 403 698
Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.	51p.	0mf.	L3	ED 403 703
Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.	33p.	0mf.	L3	ED 403 702
Views of British Parents about Special Education Services for Their Child with Mental Disabilities.	11p.	1mf.	L1	ED 403 722

Mentors

Yahoo! Cataloging the Web.
10p. 1mf. L1 ED 403 886

Online Systems

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Open Education

Why the Information Highway? Lessons from Open & Distance Learning.
276p. 0mf. L3 ED 403 867

Open Enrollment

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

Operating Expenses

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
100p. 2mf. L1 ED 403 857

Optical Data Disks

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Oral Language

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.
439p. 5mf. L1 ED 403 759

Organizational Change

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

Change Process in Organizations.
27p. 1mf. L1 ED 403 475

Core Directions in HRD.
32p. 1mf. L1 ED 403 478

New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

Redefining Leadership Roles for Site-Based Management Systems.
26p. 1mf. L1 ED 403 640

Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
36p. 1mf. L1 ED 403 836

19p. 1mf. L1 ED 403 839

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Political Influences

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Political Science

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
22p. 1mf. L1 ED 403 751

Politics

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

Politics of Education

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663

Popular Culture

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

Population Trends

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Pornography

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

Portfolio Assessment

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

Integration and Assessment of Service Learning into the Curriculum.
21p. 1mf. L1 ED 403 855

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Portfolios in Teacher Education.
162p. 2mf. L1 ED 403 572

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

150p. 0mf. L3 ED 403 538

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Reading Difficulties

The Reality of Dyslexia.
160p. 0mf. L3 ED 403 542

Reading Improvement

The PhotoReading Whole Mind System.
150p. 0mf. L3 ED 403 538

Reading Instruction

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
864p. 9mf. L1 ED 403 747

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
244p. 0mf. L3 ED 404 408

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Reading Programs

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913

Reading Skills

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Reading Strategies

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534

229p. 3mf. L1 ED 403 859
School Involvement

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643
School Location

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111
School Organization

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206
School Personnel

Education for Reconstruction.
83p. 1mf. L1 ED 403 636
School Policy

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963
School Readiness

Helping Your Child Start School: A Practical Guide for Parents.
224p. 0mf. L3 ED 404 026
School Restructuring

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339
Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662
Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658
Successful Site-Based Management: A Practical Guide. Revised Edition.
202p. 3mf. L2 ED 403 666
Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663
School Role

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506
School Safety

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639
School Schedules

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644
School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

35p. 1mf. L2 ED 404 259

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.
38p. 1mf. L1 ED 403 552

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. 1mf. L1 ED 404 218

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
203p. 0mf. L3 ED 404 254

The State of Americans: This Generation and the Next.
294p. 0mf. L3 ED 403 991

Social Characteristics

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Social Cognition

Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.
101p. 2mf. L2 ED 404 281

Social Development

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

Social Differences

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

Social Environment

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.
203p. 0mf. L3 ED 404 254

Social Exchange Theory

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Social Indicators

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Student Costs

Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
97p. 2mf. L1 ED 403 844

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

Student Developed Materials

The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. 0mf. L3 ED 403 594

Student Development

Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Student Empowerment

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

Student Evaluation

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Current Concepts in Teaching Mathematics.
19p. 1mf. L1 ED 404 186

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
22p. 1mf. L2 ED 403 786

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.
96p. 1mf. L1 ED 404 105

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Mapping Test Items to the 1992 NAEP Mathematics Achievement

284p. 0mf. L3 ED 404 092

Teaching Load

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963

Teaching Methods

Attention Deficit Disorders in the Mathematics Classroom.
17p. 1mf. L1 ED 403 721

Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. 1mf. L1 ED 403 754

Teaching Models

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Teaching Skills

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Team Teaching

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
22p. 1mf. L1 ED 403 751

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

University Instruction in HRD.
25p. 1mf. L1 ED 403 489

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
5p. 1mf. L1 ED 403 579

Team Training

Learning Organization.
20p. 1mf. L1 ED 403 479

Teamwork

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Team Building.
26p. 1mf. L1 ED 403 493

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

Urban American Indians

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Urban Areas

Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.
340p. 0mf. L3 ED 404 423

Urban Education

EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
336p. 4mf. L2 ED 404 123

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

Urban Problems

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Urban Renewal

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Urban Schools

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Kids Count 1995 Data Book on Louisiana's Children.
190p. 2mf. L1 ED 404 011

Maryland 1994 KIDS COUNT Factbook.
157p. 2mf. L1 ED 404 031

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

Youth Programs

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Zoos

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
40p. 0mf. L3 ED 404 155

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Acting

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Action Research

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

Family-School Cooperation through Action-Research.
7p. 1mf. L1 ED 403 982

Active Learning

Action Learning.
33p. 1mf. L1 ED 403 464

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
155p. 2mf. L1 ED 403 602

Activities

Nunez Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 953

Adjunct Faculty

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

Adjustment (to Environment)

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Administration

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Administrative Policy

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary.United States Senate, One Hundred Third Congress, Second Session.
127p. 2mf. L1 ED 403 507

Administrator Attitudes

Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

The New Basal Readers: What Levels of Comprehension Do They Promote?
12p. 1mf. L1 ED 403 546

Baseball

Baseball/Beisbol. Spanish-English, English-Spanish. Revised.
52p. 1mf. L2 ED 403 762

Basic Skills

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. 1mf. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Basic Writing

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

Beginning Reading

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Beginning Teachers

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Behavior Change

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
126p. 2mf. L1 ED 403 680

Behavior Development

America: Building a Democracy Series.
9p. 1mf. L2 ED 404 244

Civics

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 265

The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 267

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Civil Liberties

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 245

Civil Rights

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Class Activities

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
155p. 2mf. L1 ED 403 602

Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
11p. 1mf. L1 ED 403 606

Teacher Preparation through Cooperative Learning.
20p. 1mf. L1 ED 403 735

Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
10p. 1mf. L1 ED 403 536

Classroom Communication

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Community Services

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

Community Support

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Comparative Analysis

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
15p. 1mf. L1 ED 404 361

Comparative Education

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
104p. 2mf. L1 ED 404 236

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Compensatory Education

Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Competence

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Redefining Competency from a Systems Perspective for the 21st Century.
15p. 1mf. L1 ED 403 447

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.

11p. 1mf. L1 ED 403 618

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Cultural Differences

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

Counseling Interracial Individuals and Families.
229p. 3mf. L2 ED 403 522

Critical Review of Leech's (1983) Proposal about Politeness.
11p. 1mf. L1 ED 403 618

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

A Handbook for Developing Multicultural Awareness. Second Edition.
325p. 4mf. L2 ED 403 512

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Cultural Education

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
303p. 4mf. L2 ED 404 280

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

Cultural Exchange

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

229p. 3mf. L1 ED 403 859

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Disability Identification

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Disadvantaged Youth

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

Discipline

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

Discipline Policy

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Disclosure

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

Discourse Modes

Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.
8p. 1mf. L1 ED 403 566

Discovery Learning

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. 1mf. L1 ED 404 209

Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. 1mf. L1 ED 403 426

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Educational Innovation

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. 1mf. L1 ED 403 862

Educational Legislation

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
254p. 3mf. L1 ED 403 716

Educational Malpractice

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Educational Media

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Educational Needs

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Literacy, Income Generation, and Poverty Alleviation in Sindh

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
124p. 2mf. L2 ED 403 413

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. 2mf. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Engineering

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

Engineering Education

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
95p. 1mf. L1 ED 404 158

English

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. 1mf. L1 ED 403 556

Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
101p. 2mf. L1 ED 403 752

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).
88p. 1mf. L1 ED 404 116

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

English (Second Language)

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738

The Effects of a Communicative Approach on the Mathematical

Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Picture What Women Do: An Inquiry Learning Example.
12p. 1mf. L1 ED 403 612

Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. 3mf. L1 ED 403 859

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Field Experience Programs

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Field Trips

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Nunez Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 953

Films

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 949

Financial Audits

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
30p. 1mf. L1 ED 403 840

Financial Exigency

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804

Financial Policy

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Financial Support

Capacity Building for Neighborhood Development. An Analysis of

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382

High Schools

Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132

A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.
130p. 2mf. L1 ED 404 238

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Higher Education

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Educational Assessment as Invitation for Dialogue.
34p. 1mf. L1 ED 403 622

Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

No Neutral Ground: Standing by the Values We Prize in Higher Education.
231p. 0mf. L3 ED 403 864

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. 1mf. L2 ED 403 619

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Social Policy Report, 1995.
61p. 1mf. L1 ED 404 000

Hispanic American Culture

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Hispanic Americans

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 388

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 389

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

Exploring African and Latin American Relationships: Enhancing

Intellectual Experience

Writing Was Everything.
155p. 0mf. L3 ED 403 604

Intensive Language Courses

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!
28p. 1mf. L1 ED 403 740

Intercultural Communication

Cross-Cultural HRD.
24p. 1mf. L1 ED 403 481

Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.
18p. 1mf. L1 ED 403 761

Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

Intercultural Programs

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

Interdisciplinary Approach

The Art and Science Connection. Hands-On Activities for Primary Students.
168p. 0mf. L3 ED 404 145

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.
22p. 1mf. L1 ED 403 751

Integration and Assessment of Service Learning into the Curriculum.
21p. 1mf. L1 ED 403 855

Making School by Hand: Developing a Meaning-Centered Curriculum

Business Spanish Class.
14p. 1mf. L1 ED 403 749

Large Type Materials

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Latchkey Children

Latchkey Children: Are They Prepared for Self-Care.
17p. 1mf. L1 ED 404 025

Latin American Culture

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.
303p. 4mf. L2 ED 404 280

Latin American History

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Latin Americans

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Law Enforcement

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Law Related Education

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

Law Schools

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Laws

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533

A Copyright Guide for Authors.
243p. 0mf. L3 ED 403 595

The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531

Leadership

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.

Career Development.
33p. 1mf. L1 ED 403 474

Leadership and Management Development.
28p. 1mf. L1 ED 403 487

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

Merit Pay

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Meta Analysis

A Meta-Analysis of Scripted Cooperative Learning.
11p. 1mf. L1 ED 404 353

Metacognition

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Metal Industry

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

Metaphors

The Enduring Heart of the Public Speaking Course.
8p. 1mf. L1 ED 403 623

Methods

UIAGM Ropehandling Techniques.
14p. 1mf. L1 ED 404 086

Methods Courses

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

Limited Democracy: Voice and Choice in the Language Methods Class.
20p. 1mf. L1 ED 404 327

Mexican American Education

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Mexican Americans

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Microfilm

Organizational Climate

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339

Change Process in Organizations.
27p. 1mf. L1 ED 403 475

Organizational Communication

Change Process in Organizations.
27p. 1mf. L1 ED 403 475

Organizational Development

Action Learning.
33p. 1mf. L1 ED 403 464

The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
29p. 1mf. L1 ED 404 204

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Learning Organization.
20p. 1mf. L1 ED 403 479

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Organizational Effectiveness

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. 0mf. L3 ED 403 908

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Organizational Objectives

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
183p. 0mf. L3 ED 403 906

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

Portfolios (Background Materials)

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Posttraumatic Stress Disorder

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

Poverty

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
12p. 1mf. L1 ED 404 060

One in Four: America's Youngest Poor.
88p. 0mf. L3 ED 404 030

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. 1mf. L1 ED 404 023

Social Policy Report, 1995.
61p. 1mf. L1 ED 404 000

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Power Structure

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332

Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
183p. 0mf. L3 ED 403 906

The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333

Pragmatics

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Predictor Variables

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Prenatal Care

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
91p. 0mf. L3 ED 403 995

Prenatal Drug Exposure

Interventions for Children at Risk Due to Substance Exposure:

Reading Tests

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
864p. 9mf. L1 ED 403 747

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Reading Writing Relationship

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Recipes (Food)

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
173p. 2mf. L2 ED 404 278

Recreational Activities

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Recreational Reading

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Recycling

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

Recycling Lesson Plans.
24p. 1mf. L1 ED 404 118

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Reference Services

Instruction on the Web: Authoring Tutorials in HTML.
12p. 1mf. L1 ED 403 898

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Reflective Teaching

Limited Democracy: Voice and Choice in the Language Methods Class.
20p. 1mf. L1 ED 404 327

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Refugees

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
43p. 1mf. L1 ED 403 647

School Security

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

School Statistics

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
97p. 2mf. L1 ED 403 844

School Support

The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872

Schools of Education

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
80p. 1mf. L1 ED 404 311

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Science Activities

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Science and Society

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Enseignement des Sciences STS: Pour unifier les buts de l'enseignement des sciences. (STS Sciences Education: Unifying the Goals of Science Education).
64p. 1mf. L1 ED 404 099

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

Science Careers

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

The State of Americans: This Generation and the Next.
294p. 0mf. L3 ED 403 991

Social Influences

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Social Integration

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Social Organizations

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Social Problems

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

The State of Americans: This Generation and the Next.
294p. 0mf. L3 ED 403 991

Social Responsibility

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Social Services

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.
69p. 1mf. L1 ED 404 020

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.
41p. 1mf. L1 ED 404 335

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

Social Status

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Social Studies

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. 1mf. L1 ED 404 112

Measuring Up: Prototypes for Mathematics Assessment.
173p. 2mf. L2 ED 404 102

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326

Proficiency, Portfolios, and Learner Development in the Reading Classroom.
26p. 1mf. L1 ED 403 775

Standards and Assessment. IDRA Focus.
17p. 1mf. L1 ED 404 095

Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.
593p. 0mf. L3 ED 403 580

Student Evaluation of Teacher Performance

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Student Experience

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

Student Financial Aid

Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.
16p. 1mf. L1 ED 403 797

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. 1mf. L1 ED 403 852

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Student Improvement

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Student Journals

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568

Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Student Loan Programs

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. 1mf. L1 ED 403 852

Student Motivation

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation

Tech Prep

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. 1mf. L1 ED 403 426

Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."
11p. 1mf. L1 ED 403 442

A Third-Year Assessment of Tech Prep in Washington State.
94p. 1mf. L1 ED 403 402

Technical Assistance

Education for Reconstruction.
83p. 1mf. L1 ED 403 636

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Technical Education

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
9p. 1mf. L1 ED 403 417

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
200p. 3mf. L2 ED 403 412

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
124p. 2mf. L2 ED 403 413

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. 2mf. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Using Cooperative Learning in the Technical Classroom.
6p. 1mf. L1 ED 403 438

Technical Institutes

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Technical Writing

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

Technological Advancement

Constraints, Dangers, and Challenges of the Twenty-First

161p. 2mf. L1 ED 404 303

Urban Teaching

What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.
207p. 0mf. L3 ED 404 407

Urban Youth

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
195p. 0mf. L3 ED 404 396

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

User Needs (Information)

Customer Service in the Information Environment. Information Services Management Series.
144p. 0mf. L3 ED 403 909

Integrated Postsecondary Education Data System, 1994. CD-ROM .
0p. 0mf. L3 ED 404 376

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

User Satisfaction (Information)

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Users (Information)

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Values

No Neutral Ground: Standing by the Values We Prize in Higher Education.
231p. 0mf. L3 ED 403 864

Vehicular Traffic

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. 1mf. L2 ED 403 764

Verbs

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.
14p. 1mf. L1 ED 403 642

Administrator Behavior

Redefining Leadership Roles for Site-Based Management Systems.
26p. 1mf. L1 ED 403 640

Administrator Characteristics

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Administrator Education

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Administrator Effectiveness

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
319p. 0mf. L3 ED 403 653

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Administrator Responsibility

Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
319p. 0mf. L3 ED 403 653

Administrator Role

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Instructional Delivery.
23p. 1mf. L1 ED 403 476

Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
319p. 0mf. L3 ED 403 653

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.
14p. 1mf. L1 ED 403 642

Administrators

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

Admission Criteria

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
126p. 2mf. L1 ED 403 680

Behavior Modification

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.
14p. 1mf. L1 ED 404 242

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Behavior Problems

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
126p. 2mf. L1 ED 403 680

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Behavior Standards

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

Bias

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Bibliographic Databases

A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
14p. 1mf. L1 ED 404 069

Bilingual Education

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733

Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
36p. 1mf. L1 ED 403 586

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Classroom Design

Creating & Managing Learning Centers: A Thematic Approach.
199p. 3mf. L2 ED 404 024

Classroom Environment

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
57p. 1mf. L1 ED 404 041

Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. 1mf. L1 ED 404 003

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
36p. 1mf. L1 ED 403 586

Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
66p. 1mf. L1 ED 403 585

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

Classroom Observation Techniques

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178

Classroom Research

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Classroom Techniques

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Attention Deficit Disorders in the Mathematics Classroom.
17p. 1mf. L1 ED 403 721

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

6p. 1mf. L1 ED 403 440
Competency Based Education

Employability Skills Center.
511p. 6mf. L1 ED 403 384
Competition

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632
Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. 1mf. L1 ED 403 631
School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630
Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. 1mf. L1 ED 403 633
Compliance (Legal)

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533
The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527
HRD & Business Outcomes.
29p. 1mf. L1 ED 403 463
Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718
Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531
Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532
Comprehension

The Origins of Grammar: Evidence from Early Language Comprehension.
238p. 0mf. L3 ED 403 588
Comprehensive School Health Education

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298
Computation

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117
The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163
The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. 1mf. L1 ED 404 164
Computer Assisted Instruction

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040
Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100
Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
104p. 2mf. L1 ED 404 236

Cultural Images

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

Cultural Influences

Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.
58p. 1mf. L1 ED 403 714

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Cultural Interrelationships

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
14p. 1mf. L1 ED 404 193

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

Cultural Literacy

Cross-Cultural HRD.
24p. 1mf. L1 ED 403 481

Cultural Pluralism

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Black River Technical College, Exploring America's Communities.

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Discovery Processes

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

Discriminant Analysis

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Discussion

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Collin County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 934

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

Discussion (Teaching Technique)

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

Disease Control

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Disease Incidence

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Distance Education

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.
78p. 1mf. L1 ED 403 849

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

Instructional Delivery.
23p. 1mf. L1 ED 403 476

Instructional Technology.
19p. 1mf. L1 ED 403 471

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816

Recommendations for a Telecommunications-Based Delivery System.
115p. 2mf. L1 ED 403 793

Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.	12p.	1mf.	L1	ED 404 060
Partnership between Vocational Institutions and Welfare Programs.	17p.	1mf.	L1	ED 403 432
Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.	16p.	1mf.	L1	ED 403 426
Technology and Distance Education: Sharing Experience in Sindh, Pakistan.	8p.	1mf.	L1	ED 404 061
University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.	37p.	1mf.	L1	ED 403 394
Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.	7p.	1mf.	L1	ED 404 058

Educational Objectives

Access to Information Technology: A Statewide Vision for Colorado.	34p.	1mf.	L1	ED 403 876
Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).	7p.	1mf.	L1	ED 404 208
Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.	31p.	1mf.	L1	ED 403 649
Fitting the Pieces: Education Reform That Works. Studies of Education Reform.	51p.	1mf.	L1	ED 403 662
Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.	4p.	1mf.	L1	ED 403 651
Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).	7p.	1mf.	L1	ED 404 218
Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.	153p.	2mf.	L2	ED 403 629
Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.	43p.	1mf.	L2	ED 403 628
The State's High School Graduation Rule. House Research Information Brief.	9p.	1mf.	L1	ED 403 652
Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.	144p.	2mf.	L1	ED 403 875

Educational Opportunities

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.	211p.	0mf.	L3	ED 404 427
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.	85p.	1mf.	L1	ED 403 799
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.	83p.	1mf.	L1	ED 403 800

Educational Planning

Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
326p. 4mf. L1 ED 403 783

English Programs for Non-English Majors at Universities in Taiwan.
13p. 1mf. L1 ED 403 757

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Teacher Preparation through Cooperative Learning.
20p. 1mf. L1 ED 403 735

Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. 1mf. L1 ED 403 754

English Departments

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

English for Academic Purposes

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

English for Special Purposes

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

the Chicago Approach.
33p. 1mf. L1 ED 404 414

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

Ohio Children: Together We Can Help Them Grow.
13p. 1mf. L1 ED 403 996

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

Fine Arts

Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.
92p. 1mf. L1 ED 404 273

A Practical Guide to Arts Participation Research. Research Division Report #30.
96p. 1mf. L1 ED 404 283

The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.
38p. 1mf. L2 ED 404 279

Fiscal Capacity

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
30p. 1mf. L1 ED 403 840

Flexible Progression

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Flight Training

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Focus Groups

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Folk Culture

Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

History Instruction

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.
37p. 1mf. L1 ED 403 599

Hmong People

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

Holistic Approach

Core Directions in HRD.
32p. 1mf. L1 ED 403 478

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
358p. 0mf. L3 ED 403 431

Learning Organization.
20p. 1mf. L1 ED 403 479

Home Economics

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Home Visits

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. 15mf. L1 ED 403 987

Homophobia

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.

from Everyday Life.
155p. 2mf. L1 ED 403 602

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
173p. 2mf. L2 ED 404 278

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

San Antonio College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 956

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.
7p. 1mf. L1 ED 403 957

Social Studies: Applications for a New Century.
235p. 0mf. L3 ED 404 243

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Tarrant County Junior College District, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 959

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235

A Textbook Approach Versus an Integrated Approach in Social Studies.
39p. 1mf. L2 ED 404 249

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Tulsa Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 960

Tyler Junior College, Exploring America's Communities.
7p. 1mf. L1 ED 403 961

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

Intergenerational Programs

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?
45p. 1mf. L1 ED 404 014

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
116p. 0mf. L3 ED 404 231

Interlanguage

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

International Communication

Across All Borders: International Information Flows and Applications. Collected Papers.
420p. 0mf. L3 ED 403 903

	319p.	0mf.	L3	ED 403 653
Reflections on Leadership. CAUSE Professional Paper Series, No. 15.	36p.	1mf.	L1	ED 403 836
Leadership Qualities				
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.	14p.	1mf.	L1	ED 403 642
Leadership Responsibility				
Leading the Way on Controversial Issues.	40p.	1mf.	L1	ED 403 502
Risk Management and Litigation Avoidance in Outdoor Recreation Programming.	9p.	1mf.	L1	ED 404 075
Leadership Styles				
Against the Tide: Career Paths of Women Leaders in American and British Higher Education.	257p.	0mf.	L3	ED 403 791
Diversity in the Workplace.	22p.	1mf.	L1	ED 403 488
Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.	8p.	1mf.	L2	ED 404 043
Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.	125p.	2mf.	L1	ED 403 637
Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.	319p.	0mf.	L3	ED 403 653
Redefining Leadership Roles for Site-Based Management Systems.	26p.	1mf.	L1	ED 403 640
Leadership Training				
Celebrations & Challenges: A Report on Science Education Improvement.	78p.	1mf.	L1	ED 404 188
The Cost of Becoming an Outdoor Instructor.	6p.	1mf.	L2	ED 404 045
Leadership and Management Development.	28p.	1mf.	L1	ED 403 487
Reflections on Leadership. CAUSE Professional Paper Series, No. 15.	36p.	1mf.	L1	ED 403 836
Learner Controlled Instruction				
Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.	12p.	1mf.	L1	ED 404 080
Learning Activities				
Geothermal Energy.	92p.	1mf.	L1	ED 404 154
Go For the Gold...Read! Louisiana Summer Reading Program, 1996.	270p.	3mf.	L1	ED 403 913
Hagerstown Junior College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 938
Learning Centers (Classroom)				
Creating & Managing Learning Centers: A Thematic Approach.				

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

Middle Schools

Beyond Separate Subjects: Integrative Learning at the Middle Level.
213p. 0mf. L3 ED 404 036

Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420

Fish Hoek Middle School: Issues of Education Reform in South Africa.
15p. 1mf. L1 ED 404 005

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326

The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.
33p. 1mf. L1 ED 404 109

Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.
38p. 1mf. L1 ED 404 237

Migrant Programs

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

Migrant Workers

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

Mild Disabilities

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Military Personnel

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Minimum Competencies

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

Minority Group Teachers

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of

Organizational Theories

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

Organizations (Groups)

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Orientation Materials

Find It All at the Library! An Introduction to the Library for Children. Videotape.
0p. 0mf. L3 ED 403 901

Otitis Media

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Outcomes of Education

Cognitive Engagement in Cooperative Learning.
17p. 1mf. L1 ED 404 352

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

International Education Indicators: A Time Series Perspective.
129p. 2mf. L1 ED 404 365

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

A Meta-Analysis of Scripted Cooperative Learning.
11p. 1mf. L1 ED 404 353

The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.
21p. 1mf. L1 ED 404 015

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
120p. 2mf. L1 ED 403 401

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

Outdoor Education

The Cost of Becoming an Outdoor Instructor.
6p. 1mf. L2 ED 404 045

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

Outdoor Educators and K-12 Education: Making the Connection.

Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

Preschool Children

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

Preschool Curriculum

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

Preschool Education

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

Preschool Teachers

Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.
35p. 1mf. L1 ED 404 004

Preservation

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Preservice Teacher Education

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
80p. 1mf. L1 ED 404 311

Portfolios in Teacher Education.
162p. 2mf. L1 ED 403 572

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

Social Studies: Applications for a New Century.
235p. 0mf. L3 ED 404 243

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
270p. 0mf. L3 ED 404 393

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. 0mf. L3 ED 404 394

Regional Libraries

Regional and Subregional Libraries for the Blind and Physically Handicapped.
34p. 1mf. L1 ED 403 923

Regular and Special Education Relationship

Inclusion.
37p. 1mf. L1 ED 403 874

Rehabilitation Programs

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.
58p. 1mf. L1 ED 403 714

Relaxation Training

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Relevance (Information Retrieval)

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Religion

I Am a Promise. The School Achievement of British African Caribbeans.
204p. 0mf. L3 ED 404 399

Religious Education

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
270p. 0mf. L3 ED 404 393

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. 0mf. L3 ED 404 394

Religious Factors

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

Relocation

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Technology, Science Education and the World of Work.
50p. 1mf. L1 ED 404 106

Science Curriculum

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.
127p. 0mf. L3 ED 404 149

Science Education

The Art and Science Connection. Hands-On Activities for Primary Students.
168p. 0mf. L3 ED 404 145

The Art and Science Connection: Hands-on Activities for Intermediate Students.
214p. 0mf. L3 ED 404 146

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Conceptions of Quality Learning Held by High School and University Physics Teachers.
33p. 1mf. L1 ED 404 130

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. 1mf. L1 ED 404 209

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

Explaining Science Self-Efficacy.
13p. 1mf. L1 ED 404 133

Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).

Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.	303p.	4mf.	L2	ED 404 280
Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.	51p.	1mf.	L1	ED 404 250
G is for Geography: Children's Literature and the Five Themes.	112p.	2mf.	L2	ED 404 234
How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 264
The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.	38p.	1mf.	L1	ED 404 196
Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 245
Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.	173p.	2mf.	L2	ED 404 278
Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.	22p.	1mf.	L1	ED 404 252
Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 262
Parents, Teachers and Community: Working Together. User's Guide for K-8 Educators and Parents. My America: Building a Democracy Series.	7p.	1mf.	L2	ED 404 246
A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 265
Rainbows: Stories and Customs from Around the World. Grades 3-6.	82p.	1mf.	L1	ED 404 282
The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.	38p.	1mf.	L2	ED 404 279
Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 244
Social Studies: Applications for a New Century.	235p.	0mf.	L3	ED 404 243
The Status of the Elementary Social Studies in Delaware: Views from The Field.	46p.	1mf.	L1	ED 404 239
The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 267
Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.	38p.	1mf.	L1	ED 404 237
Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.	7p.	1mf.	L2	ED 404 248
A Textbook Approach Versus an Integrated Approach in Social Studies.	39p.	1mf.	L2	ED 404 249
Values, Technology, and Social Studies.	15p.	1mf.	L1	ED 404 286
What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	1mf.	L2	ED 404 263
What Is a Flag? User Guide for Grades K-6. My America: Building				

222p. 3mf. L1 ED 404 373

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

Intrinsic Motivation and the Student with Learning Disabilities.
31p. 1mf. L1 ED 403 723

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

What's in a Name?
9p. 1mf. L1 ED 403 581

Student Needs

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557

Composition and Civic Education.
7p. 1mf. L1 ED 403 561

A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
57p. 1mf. L1 ED 404 041

Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.
303p. 0mf. L3 ED 403 575

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Student Participation

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Student Personnel Workers

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Student Placement

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Views of British Parents about Special Education Services for

Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
36p. 1mf. L1 ED 403 836

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. 1mf. L1 ED 403 394

Waiting for the Return. Maximizing Investments in Technology.
8p. 1mf. L2 ED 403 403

Technological Literacy

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

Technology

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

Technology Education

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Science Education for a Pluralist Society.
126p. 1mf. L3 ED 404 126

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
95p. 1mf. L1 ED 404 158

Technology, Science Education and the World of Work.
50p. 1mf. L1 ED 404 106

Telecommunications

Change Process in Organizations.
27p. 1mf. L1 ED 403 475

Recommendations for a Telecommunications-Based Delivery System.
115p. 2mf. L1 ED 403 793

Telecommunications: Does It Make a Difference in the Classroom?
8p. 1mf. L1 ED 403 880

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

Telephone Surveys

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

Television Viewing

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Tenure

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

Videotape Recordings

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
9p. 1mf. L1 ED 403 620

Violence

Children and Gun Violence. Hearings on S. 1087, a Bill To Amend Title 18, United States Code, To Prohibit the Possession of a Handgun or Ammunition by, or the Private Transfer of a Handgun or Ammunition to, a Juvenile, before the Subcommittee on JuvenileJustice of the Committee on the Judiciary. United States Senate, 103rd Congress, First Session.
199p. 3mf. L1 ED 403 501

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420

Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Visual Aids

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

Visual Arts

Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
0p. 0mf. L3 ED 404 233

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Visual Impairments

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Visual Literacy

Advocacy.
47p. 1mf. L1 ED 404 220

Visually Impaired Mobility

Visual Impairments: What You Need To Know. A Series for

80p. 1mf. L1 ED 404 311

Standards and Assessment. IDRA Focus.
17p. 1mf. L1 ED 404 095

Adolescent Development

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Reconceptualization of Identity Exploration by Relatedness.
8p. 1mf. L1 ED 404 027

Adolescents

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.
31p. 1mf. L1 ED 404 022

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Kids Count Alaska Data Book: 1996.
115p. 2mf. L1 ED 404 028

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.
14p. 1mf. L1 ED 404 242

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
195p. 0mf. L3 ED 404 396

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Adult Basic Education

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. 1mf. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Adult Counseling

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

Adult Development

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

HRD Town Forum.
15p. 1mf. L1 ED 403 462

Adult Education

55p. 1mf. L1 ED 403 768

Bilingual Teachers

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Bilingualism

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Proud of Two Languages. Videotape.
0p. 0mf. L3 ED 403 769

Supporting Bilingual Learners in Schools.
148p. 0mf. L3 ED 403 753

Biographies

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 388

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 389

Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.
232p. 0mf. L3 ED 403 537

Biological Influences

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

Biological Sciences

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Biology

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Birth Rate

Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. 1mf. L1 ED 404 003

Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
14p. 1mf. L1 ED 403 547

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Handbook for Successful Inclusion.
220p. 0mf. L3 ED 403 708

How To Manage Your Multi-Age Classroom: Grades K-2.
144p. 0mf. L3 ED 404 016

Limited Democracy: Voice and Choice in the Language Methods Class.
20p. 1mf. L1 ED 404 327

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Using Cooperative Learning in the Technical Classroom.
6p. 1mf. L1 ED 403 438

Clinical Supervision (of Teachers)

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641

Cloze Procedure

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Clubs

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Cocaine

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

Code Switching (Language)

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

Codes of Ethics

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

HRD Town Forum.
15p. 1mf. L1 ED 403 462

Cognitive Development

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

Art and Thinking Skills.

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Computer Attitudes

The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872

Computer Graphics

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Computer Interfaces

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Computer Literacy

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355

Computer Mediated Communication

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Computer Networks

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

Computer Oriented Programs

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

Computer Software

A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
14p. 1mf. L1 ED 404 069

An IBM Compatible Participant Data Base System for Outdoor Programs.
11p. 1mf. L1 ED 404 070

Computer Software Development

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

Computer Software Evaluation

Progress Report.
7p. 1mf. L1 ED 403 928

Bronx Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 929

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Central Florida Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Chesterfield/Marlboro Technical College, AACC Progress Report.
8p. 1mf. L1 ED 403 933

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Collin County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 934

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

Differences Make Us Stronger. Diversity in the Library. Videotape.
0p. 0mf. L3 ED 403 902

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.
9p. 1mf. L1 ED 403 945

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Fresno City College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 937

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Hagerstown Junior College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 938

A Handbook for Developing Multicultural Awareness. Second Edition.
325p. 4mf. L2 ED 403 512

Harrisburg Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 939

HRD in Selected Nations.
27p. 1mf. L1 ED 403 467

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

Itawamba Community College, Exploring America's Communities.

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. 1mf. L1 ED 404 061

University Instruction in HRD.
25p. 1mf. L1 ED 403 489

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. 1mf. L1 ED 403 394

Why the Information Highway? Lessons from Open & Distance Learning.
276p. 0mf. L3 ED 403 867

Diversity (Institutional)

Differences Make Us Stronger. Diversity in the Library. Videotape.
0p. 0mf. L3 ED 403 902

Diversity in the Workplace.
22p. 1mf. L1 ED 403 488

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

Rethinking Diversity.
22p. 1mf. L1 ED 403 466

Doctoral Programs

A Study of the Reputations of Doctoral Programs in Communication.
7p. 1mf. L2 ED 403 610

Drama

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.
37p. 1mf. L1 ED 403 599

Drama Workshops

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Dramatic Play

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.
14p. 1mf. L2 ED 404 039

Dramatics

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Drinking Water

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Dropout Prevention

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Dropout Rate

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
13p. 1mf. L1 ED 404 200

Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
256p. 0mf. L3 ED 403 809

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. 1mf. L1 ED 404 216

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.
153p. 2mf. L2 ED 403 629

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. 1mf. L1 ED 403 394

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. 2mf. L1 ED 403 875

Educational Policy

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Equality and Inequality in Education Policy.

English Instruction

Pedagogy and Intellectual Work.
5p. 1mf. L1 ED 403 578

Enrollment

Condition of Higher Education in New Mexico, 1995.
57p. 1mf. L1 ED 403 831

Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

International Education Indicators: A Time Series Perspective.
129p. 2mf. L1 ED 404 365

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
211p. 3mf. L1 ED 403 830

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. 3mf. L1 ED 403 859

Enrollment Influences

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Enrollment Rate

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
13p. 1mf. L1 ED 404 200

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
44p. 1mf. L1 ED 404 012

Enrollment Trends

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

Findings from Vocational Education in the United States: The Early 1990s.

Anthropological Materials Available from the Smithsonian Institution.	11p.	1mf.	L1	ED 404 232
Folk Arts in Education.	128p.	2mf.	L2	ED 404 227
The New Nomads: Art Life, and Lore of Migrant Workers in New York State.	189p.	2mf.	L2	ED 404 228

Food

Food, Nutrition and Development in Ecuador.	100p.	2mf.	L1	ED 404 010
Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.	165p.	2mf.	L1	ED 403 683

Foods Instruction

Family, Food, and Society: A Teacher's Guide.	294p.	4mf.	L1	ED 404 269

Foreign Countries

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.	225p.	0mf.	L3	ED 403 921
Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.	173p.	2mf.	L2	ED 404 278
Rainbows: Stories and Customs from Around the World. Grades 3-6.	82p.	1mf.	L1	ED 404 282
Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.	127p.	0mf.	L3	ED 404 149

Foreign Students

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.	138p.	2mf.	L1	ED 403 406
University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.	145p.	2mf.	L1	ED 403 829

Forestry

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.	175p.	2mf.	L1	ED 404 156

Formative Evaluation

Evaluation Methods Sourcebook.	213p.	0mf.	L3	ED 404 342
International Partnership in Educational Evaluation: The NEWLO Project.	21p.	1mf.	L1	ED 404 345

Foundations of Education

Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.	203p.	0mf.	L3	ED 404 254

Fraternities

360p. 4mf. L2 ED 403 516

Homosexuality

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

It's Elementary. Talking about Gay Issues. Videotape.
0p. 0mf. L3 ED 404 318

Honors Curriculum

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
7p. 1mf. L1 ED 403 951

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!
28p. 1mf. L1 ED 403 740

Hospitality Occupations

Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Hospitals

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Human Capital

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. 1mf. L1 ED 404 208

Human Factors Engineering

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Human Resources

Action Learning.
33p. 1mf. L1 ED 403 464

Evaluation Issues in HRD.
24p. 1mf. L1 ED 403 465

High Involvement Work Teams.
26p. 1mf. L1 ED 403 470

HRD & Business Outcomes.
29p. 1mf. L1 ED 403 463

HRD in Selected Nations.
27p. 1mf. L1 ED 403 467

HRD Journals.
20p. 1mf. L1 ED 403 477

HRD Models in Europe.
18p. 1mf. L1 ED 403 469

HRD Town Forum.
15p. 1mf. L1 ED 403 462

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

International Cooperation

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. 1mf. L1 ED 404 199

Education for Reconstruction.
83p. 1mf. L1 ED 403 636

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

International Education

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733

International Education Indicators: A Time Series Perspective.
129p. 2mf. L1 ED 404 365

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

International Educational Exchange

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).

199p. 3mf. L2 ED 404 024

Learning Disabilities

Intrinsic Motivation and the Student with Learning Disabilities.
31p. 1mf. L1 ED 403 723

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Learning Motivation

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

Self-Monitoring as a Motivator during Instruction with Elementary School Students.
22p. 1mf. L1 ED 404 035

Learning Processes

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. 3mf. L1 ED 403 577

Learning Resources Centers

Creating & Managing Learning Centers: A Thematic Approach.
199p. 3mf. L2 ED 404 024

Learning Strategies

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755

Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.
10p. 1mf. L1 ED 404 018

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

Orchestrating Work and Learning.
21p. 1mf. L1 ED 403 468

The PhotoReading Whole Mind System.
150p. 0mf. L3 ED 403 538

Legal Aid

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Legal Responsibility

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533

A Copyright Guide for Authors.

Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

Minority Groups

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 388

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.
96p. 0mf. L3 ED 404 389

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Equality and Inequality in Education Policy.
314p. 0mf. L3 ED 404 409

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. 1mf. L1 ED 404 391

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Multicultural Counseling in Schools: A Synergetic Approach.
333p. 4mf. L2 ED 403 510

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. 3mf. L1 ED 403 859

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

Misconceptions

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Mission Statements

Building Bridges: The Mission & Principles of Professional

6p. 1mf. L2 ED 404 044

Outdoor Program Management Concepts for the 90's.

6p. 1mf. L1 ED 404 073

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).

172p. 2mf. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).

223p. 3mf. L1 ED 404 077

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.

7p. 1mf. L1 ED 404 087

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.

7p. 1mf. L1 ED 403 879

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.

17p. 1mf. L1 ED 404 056

When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.

8p. 1mf. L1 ED 404 088

Outplacement Services (Employment)

Separation & Outplacement: Managing Both Effectively.

39p. 1mf. L1 ED 403 393

Outreach Programs

Community Inclusion Outreach Training Project. Final Report.

970p. 11mf. L1 ED 403 707

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.

98p. 2mf. L1 ED 403 706

Pacific Americans

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.

22p. 1mf. L1 ED 404 432

Paraprofessional Personnel

Technical Assistance Guide for Community College Administrators and Program Coordinators.

40p. 1mf. L1 ED 403 713

Parent Attitudes

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.

268p. 0mf. L3 ED 403 429

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.

74p. 1mf. L1 ED 404 403

Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.

668p. 0mf. L3 ED 404 034

How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?

22p. 1mf. L1 ED 403 998

Implementing a Multi-age Model in a New York City Public School.

22p. 1mf. L1 ED 404 033

Latchkey Children: Are They Prepared for Self-Care.

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
10p. 1mf. L1 ED 403 536

Prevention

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.
69p. 1mf. L1 ED 404 020

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
0p. 0mf. L3 ED 403 990

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
135p. 2mf. L2 ED 403 511

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Primary Education

How To Manage Your Multi-Age Classroom: Grades K-2.
144p. 0mf. L3 ED 404 016

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Principals

Assessing School Work Culture: An Analysis and Strategy.
33p. 1mf. L1 ED 404 339

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. 2mf. L1 ED 403 637

Redefining Leadership Roles for Site-Based Management Systems.
26p. 1mf. L1 ED 403 640

Private Colleges

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
40p. 1mf. L1 ED 403 820

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
211p. 3mf. L1 ED 403 830

Private Education

Serving Private School Students with Federal Education Programs--

Remedial Instruction

Developmental/Remedial Education for Higher Education. Dilution of the Mission ??
13p. 1mf. L1 ED 403 843

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Remedial Mathematics

The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.
17p. 1mf. L1 ED 403 853

Remedial Programs

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

Remedial Reading

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534

Reprography

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

Rescue

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

UIAGM Ropehandling Techniques.
14p. 1mf. L1 ED 404 086

Research and Development

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

Research Design

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.

37p. 1mf. L1 ED 404 103

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).
369p. 4mf. L1 ED 404 151

Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).
402p. 5mf. L1 ED 404 152

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
437p. 5mf. L1 ED 404 150

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Science Education for a Pluralist Society.
126p. 1mf. L3 ED 404 126

Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.
127p. 0mf. L3 ED 404 149

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
95p. 1mf. L1 ED 404 158

Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
255p. 3mf. L2 ED 404 157

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.
16p. 1mf. L1 ED 404 134

Science Experiments

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. 2mf. L1 ED 404 110

Low Budget Biology. A Collection of Low Cost Labs and Activities.
358p. 0mf. L3 ED 404 141

Science Instruction

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Constructivist and Objectivist Approaches to Teaching Chemistry

a Democracy Series.
9p. 1mf. L2 ED 404 247

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.
101p. 2mf. L2 ED 404 281

Social Support Groups

Supporting At-Risk Students. A Creative Team Approach.
26p. 1mf. L1 ED 404 405

Social Theories

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Sociocultural Patterns

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Socioeconomic Influences

The Economic Impact of the Arts in Alaska.
58p. 1mf. L2 ED 404 229

The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
40p. 1mf. L1 ED 403 820

The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
31p. 1mf. L1 ED 403 814

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

Socioeconomic Status

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

Solid Wastes

Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
501p. 6mf. L2 ED 404 114

Sororities

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Spanish

Baseball/Beisbol. Spanish-English, English-Spanish. Revised.
52p. 1mf. L2 ED 403 762

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. 1mf. L1 ED 403 749

Didactique de la comprehension orale et sensibilisation aux

Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Student Problems

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Student Projects

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

Student Publications

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582
Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587
The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. 0mf. L3 ED 403 594

Student Reaction

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

Student Role

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

Student Surveys

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904
Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Student Teacher Attitudes

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Student Teachers

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878
Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313

Student Teaching

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356
Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.
23p. 1mf. L1 ED 404 313
Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.

Integrated Postsecondary Education Data System, 1994. CD-ROM .
0p. 0mf. L3 ED 404 376

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

Test Construction

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845

Evaluation Methods Sourcebook.
213p. 0mf. L3 ED 404 342

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. 1mf. L1 ED 404 112

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. 1mf. L1 ED 404 184

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
27p. 1mf. L1 ED 404 349

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180

Test Format

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755

Test Interpretation

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

Test Items

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. 2mf. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. 3mf. L1 ED 403 765

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

Test Reliability

Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Vocabulary

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.
303p. 0mf. L3 ED 403 575

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Vocabulary Development

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.
303p. 0mf. L3 ED 403 575

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

Vocabulary Skills

The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.
303p. 0mf. L3 ED 403 575

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Vocational Education

Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
48p. 1mf. L2 ED 403 387

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.
42p. 1mf. L1 ED 403 803

Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.
22p. 1mf. L2 ED 403 786

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

International Partnership in Educational Evaluation: The NEWLO Project.
21p. 1mf. L1 ED 404 345

Needs Assessment on Integration of Academic and Vocational Learning.

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

HRD Academic Programs.
26p. 1mf. L1 ED 403 495

HRD Journals.
20p. 1mf. L1 ED 403 477

Adult Educators

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Adult Learning

In Defense of the Lifeworld. Critical Perspectives on Adult Learning.
258p. 0mf. L3 ED 403 427

Learning Organization.
20p. 1mf. L1 ED 403 479

Structured and Unstructured Learning.
28p. 1mf. L1 ED 403 486

Adult Literacy

19 Word List and Reading Exercises and Guide for Materials.
22p. 1mf. L1 ED 403 545

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. 1mf. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. 1mf. L1 ED 403 422

Adult Students

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

Adult Vocational Education

Employability Skills Center.
511p. 6mf. L1 ED 403 384

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Advanced Placement

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. 1mf. L1 ED 403 556

Adventure Education

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Black Achievement

Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663

Black Colleges

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

Black Community

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Black Students

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.
17p. 1mf. L1 ED 403 853

Increasing Attendance of Innercity Youths.
66p. 1mf. L1 ED 404 382

Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

Sociocultural Factors Affecting School Culture for African American Students: A Case Study.
28p. 1mf. L1 ED 404 380

Black Studies

Northampton Community College, Exploring America's Communities. Progress Report.
11p. 1mf. L1 ED 403 952

Blacks

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
145p. 2mf. L1 ED 404 383

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

I Am a Promise. The School Achievement of British African Caribbeans.
204p. 0mf. L3 ED 404 399

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.

46p. 1mf. L1 ED 404 221

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.
123p. 2mf. L1 ED 403 674

Cognitive Dissonance

Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.
22p. 1mf. L1 ED 404 252

The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.
33p. 1mf. L1 ED 404 109

Cognitive Processes

A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343

Cognitive Restructuring

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Cognitive Structures

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178

Cognitive Style

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755

Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.
10p. 1mf. L1 ED 404 018

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

A Piagetian View of Learning Styles.
4p. 1mf. L1 ED 404 191

College Administration

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

College Admission

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877

Computer System Design

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Computer Uses in Education

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
15p. 1mf. L1 ED 404 201

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163

The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Prototype of a Procedural Knowledge Teaching Model.
26p. 1mf. L1 ED 404 189

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873

The Teacher's Complete & Easy Guide to the Internet.
320p. 0mf. L3 ED 403 868

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Telecommunications: Does It Make a Difference in the Classroom?
8p. 1mf. L1 ED 403 880

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

Why the Information Highway? Lessons from Open & Distance Learning.
276p. 0mf. L3 ED 403 867

Computers

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Waiting for the Return. Maximizing Investments in Technology.

Progress Report.	7p.	1mf.	L1	ED 403 943
Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.	8p.	1mf.	L1	ED 403 944
Lee College, Exploring America's Communities. Progress Report.	8p.	1mf.	L1	ED 403 946
Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.	346p.	0mf.	L3	ED 403 784
Metropolitan Community Colleges, Exploring America's Communities. Progress Report.	6p.	1mf.	L1	ED 403 948
Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 949
Monroe Community College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 950
Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.	7p.	1mf.	L1	ED 403 951
Multicultural Counseling in Schools: A Synergetic Approach.	333p.	4mf.	L2	ED 403 510
National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).	233p.	3mf.	L1	ED 403 924
Northampton Community College, Exploring America's Communities. Progress Report.	11p.	1mf.	L1	ED 403 952
Nunez Community College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 953
Rethinking Diversity.	22p.	1mf.	L1	ED 403 466
Rockland Community College, Exploring America's Communities. Progress Report.	9p.	1mf.	L1	ED 403 955
San Antonio College, Exploring America's Communities. Progress Report.	6p.	1mf.	L1	ED 403 956
Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.	7p.	1mf.	L1	ED 403 957
Tarrant County Junior College District, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 959
Transcultural Counseling: Bilateral and International Perspectives.	360p.	4mf.	L2	ED 403 514
Tulsa Community College, Exploring America's Communities. Progress Report.	8p.	1mf.	L1	ED 403 960
Tyler Junior College, Exploring America's Communities.	7p.	1mf.	L1	ED 403 961
University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 947
University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.	6p.	1mf.	L1	ED 403 958
Valencia Community College, Exploring America's Communities. Progress Report.	7p.	1mf.	L1	ED 403 962

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Dropout Research

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Dropouts

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Drug Abuse

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

Drug Legislation

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary.United States Senate, One Hundred Third Congress, Second Session.
127p. 2mf. L1 ED 403 507

Drug Therapy

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Drug Use

314p. 0mf. L3 ED 404 409

Family-School Cooperation through Action-Research.

7p. 1mf. L1 ED 403 982

Inclusion.

37p. 1mf. L1 ED 403 874

International Education Indicators: A Time Series Perspective.

129p. 2mf. L1 ED 404 365

Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.

18p. 1mf. L1 ED 404 207

Making Progress: Education and Culture in New Times.

156p. 0mf. L3 ED 404 392

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.

98p. 2mf. L1 ED 403 408

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.

248p. 3mf. L1 ED 404 370

Standards and Assessment. IDRA Focus.

17p. 1mf. L1 ED 404 095

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.

144p. 2mf. L1 ED 403 875

Educational Practices

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.

53p. 1mf. L2 ED 403 421

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.

88p. 1mf. L1 ED 404 391

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.

116p. 2mf. L1 ED 403 828

Quality Assurance in Continuing Professional Education. An Analysis.

215p. 0mf. L3 ED 403 441

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.

12p. 1mf. L1 ED 404 340

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.

16p. 1mf. L1 ED 404 341

Title I Best Practices Review 1995-96. Publication 95.06.

47p. 1mf. L1 ED 404 350

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).

225p. 3mf. L1 ED 404 292

Washington School-to-Work Evaluation. Volume II: Case Study Report.

207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.

120p. 2mf. L1 ED 403 401

What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.

207p. 0mf. L3 ED 404 407

Educational Principles

Building Bridges: The Mission & Principles of Professional Development.

5p. 1mf. L1 ED 404 322

28p. 1mf. L1 ED 403 460
Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967
Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816
Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968
Entrepreneurship

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. 0mf. L3 ED 403 908
Entry Workers

Career Development.
33p. 1mf. L1 ED 403 474
Environmental Education

The Best of CLEARING: Environmental Education in the Pacific Northwest. Volumes I-IV: Issues 1-80.
586p. 7mf. L1 ED 404 107
Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
501p. 6mf. L2 ED 404 114
College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162
Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173
EE Reference Collection.
295p. 0mf. L3 ED 404 170
Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172
Global Education.
50p. 1mf. L1 ED 404 222
Outdoor Educators and K-12 Education: Making the Connection.
6p. 1mf. L2 ED 404 044
Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171
Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235
Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156
Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113
Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056
When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.
8p. 1mf. L1 ED 404 088
Environmental Influences

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.

Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.
40p. 1mf. L2 ED 403 788

Free Choice Transfer Programs

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630

Free Enterprise System

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. 1mf. L1 ED 403 631

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. 1mf. L1 ED 403 633

Freedom

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Freedom of Speech

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

Freehand Drawing

Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.
513p. 6mf. L2 ED 404 275

French

A Case-Study in Family French-Immersion and Academic Achievement.
51p. 1mf. L1 ED 403 773

The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.
146p. 2mf. L1 ED 403 741

Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
101p. 2mf. L1 ED 403 752

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
864p. 9mf. L1 ED 403 747

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. 2mf. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

Instructional Technology.
19p. 1mf. L1 ED 403 471

Learning Research.
30p. 1mf. L1 ED 403 472

Orchestrating Work and Learning.
21p. 1mf. L1 ED 403 468

Rethinking Diversity.
22p. 1mf. L1 ED 403 466

Human Services

Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.
41p. 1mf. L1 ED 404 335

Humanities

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 948

Humanities Instruction

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.
7p. 1mf. L1 ED 403 957

Hypermedia

Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
66p. 1mf. L1 ED 403 585

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559

Identification

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

Illegal Drug Use

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary.United States Senate, One Hundred Third Congress, Second Session.
127p. 2mf. L1 ED 403 507

Illustrations

Pictures & Words Together: Children Illustrating and Writing Their Own Books.
177p. 0mf. L3 ED 403 569

Immersion Programs

The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.
146p. 2mf. L1 ED 403 741

French Immersion in Canada: Frequently Asked Questions (FAQs).

26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

International Programs

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

International Relations

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
104p. 2mf. L1 ED 404 236

International Studies

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

International Trade

Cross-Cultural HRD.
24p. 1mf. L1 ED 403 481

Internet

Academic Infotecture: Course Design for Cyberschool.
23p. 1mf. L1 ED 403 854

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
7p. 1mf. L1 ED 403 900

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Prototype of a Procedural Knowledge Teaching Model.
26p. 1mf. L1 ED 404 189

A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873

The Teacher's Complete & Easy Guide to the Internet.
320p. 0mf. L3 ED 403 868

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Why the Information Highway? Lessons from Open & Distance

243p. 0mf. L3 ED 403 595

The Copyright Handbook: How To Protect and Use Written Works. Third Edition.
356p. 0mf. L3 ED 403 591

The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. 1mf. L1 ED 404 075

Legislation

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Lesbianism

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

Letters (Correspondence)

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Liberal Arts

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

Librarian Attitudes

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Librarians

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.
225p. 0mf. L3 ED 403 921

Technical Services and the World Wide Web.
7p. 1mf. L1 ED 403 887

Libraries

Directory of Michigan Libraries, 1996-97.
161p. 2mf. L1 ED 403 885

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.

Development.
5p. 1mf. L1 ED 404 322

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

Mixed Age Grouping

How To Manage Your Multi-Age Classroom: Grades K-2.
144p. 0mf. L3 ED 404 016

Implementing a Multi-age Model in a New York City Public School.
22p. 1mf. L1 ED 404 033

Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?
45p. 1mf. L1 ED 404 014

Money Management

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Monologs

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. 0mf. L3 ED 403 627

Monte Carlo Methods

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
15p. 1mf. L1 ED 404 361

Moral Values

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

Mothers

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
195p. 0mf. L3 ED 404 396

Motivation

Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.
8p. 1mf. L2 ED 404 043

Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
455p. 0mf. L3 ED 403 792

Motor Development

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Motor Reactions

Motor Development: What You Need To Know. A Series for

17p. 1mf. L1 ED 404 025

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.
16p. 1mf. L1 ED 404 341

Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Parent Child Relationship

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Parent Counseling

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Parent Education

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Parent Influence

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Parent Participation

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Family-School Cooperation through Action-Research.
7p. 1mf. L1 ED 403 982

How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
22p. 1mf. L1 ED 403 998

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.
21p. 1mf. L1 ED 404 015

Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.
12p. 1mf. L1 ED 404 038

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Parent Role

A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

Private Financial Support

Philanthropy in Croatia: The Problems of Teaching.
27p. 1mf. L1 ED 404 324

Private Schools

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

Problem Solving

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. 1mf. L1 ED 404 166

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Productivity

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Waiting for the Return. Maximizing Investments in Technology.
8p. 1mf. L2 ED 403 403

Professional Associations

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

UIAGM Ropehandling Techniques.
14p. 1mf. L1 ED 404 086

Professional Continuing Education

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

Quality Assurance in Continuing Professional Education. An Analysis.
215p. 0mf. L3 ED 403 441

Redefining Competency from a Systems Perspective for the 21st

1416p. 15mf. L1 ED 403 987

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.

15p. 1mf. L1 ED 404 361

Social Penetration: A Description, Research, and Evaluation.

25p. 1mf. L1 ED 403 615

Research Methodology

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.

52p. 1mf. L1 ED 404 356

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.

9p. 1mf. L1 ED 403 544

The NAEP 1994 Technical Report.

1032p. 11mf. L1 ED 404 377

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.

449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.

676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.

915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.

836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.

1416p. 15mf. L1 ED 403 987

Partnership Research.

16p. 1mf. L1 ED 403 491

A Practical Guide to Arts Participation Research. Research Division Report #30.

96p. 1mf. L1 ED 404 283

Status of HRD Research.

24p. 1mf. L1 ED 403 496

Research Needs

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.

122p. 2mf. L1 ED 404 379

Reconceptualization of Identity Exploration by Relatedness.

8p. 1mf. L1 ED 404 027

Research Opportunities

Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.

332p. 0mf. L3 ED 403 796

Research Problems

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.

14p. 1mf. L1 ED 403 631

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.

10p. 1mf. L1 ED 403 633

Research Reports

Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

Science Materials

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

Science Process Skills

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Science Projects

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. 2mf. L1 ED 404 110

Teaching for Thinking in Senior High Science.
40p. 1mf. L1 ED 404 136

Science Teachers

Conceptions of Quality Learning Held by High School and University Physics Teachers.
33p. 1mf. L1 ED 404 130

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

Science Tests

A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343

Sciences

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

Scientific and Technical Information

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.

439p. 5mf. L1 ED 403 759

Driving: English-Spanish. Enlarged and Revised Edition.

51p. 1mf. L2 ED 403 763

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.

43p. 1mf. L2 ED 403 764

Spanish Speaking

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.

96p. 0mf. L3 ED 404 387

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.

96p. 0mf. L3 ED 404 388

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.

96p. 0mf. L3 ED 404 389

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.

28p. 1mf. L1 ED 404 046

Special Education

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.

121p. 2mf. L1 ED 404 066

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.

254p. 3mf. L1 ED 403 716

Windows of Opportunity: Mathematics for Students with Special Needs.

476p. 5mf. L2 ED 404 115

Special Health Problems

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.

103p. 2mf. L1 ED 403 686

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.

128p. 2mf. L1 ED 403 672

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.

165p. 2mf. L1 ED 403 683

A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).

46p. 1mf. L1 ED 403 673

Special Needs Students

11p. 1mf. L1 ED 404 308
Student Volunteers

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078
Student Writing Models

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564
Study Habits

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755
How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378
Subject Index Terms

Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
7p. 1mf. L1 ED 403 900
Success

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975
Suicide

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.
135p. 2mf. L2 ED 403 511
Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506
Summative Evaluation

Evaluation Methods Sourcebook.
213p. 0mf. L3 ED 404 342
Summer Programs

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913
Superintendents

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656
Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.
319p. 0mf. L3 ED 403 653
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.
14p. 1mf. L1 ED 403 642
Supervision

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641
Supervisory Methods

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641
Supervisory Training

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525
Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132
Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355
Test Results

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419
DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344
Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367
Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366
The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180
Test Theory

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. 1mf. L1 ED 403 556
Test Use

NAEP Primer.
110p. 2mf. L1 ED 404 374
Test Validity

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375
A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343
Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179
A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317
Test Wiseness

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378
Testing

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
222p. 3mf. L1 ED 404 373
Testing Problems

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378
Text Structure

66p. 1mf. L1 ED 403 450

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
120p. 2mf. L1 ED 403 401

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Vocational Education Teachers

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Vocational English (Second Language)

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
326p. 4mf. L1 ED 403 783

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Vocational Evaluation

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Vocational Interests

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Vocational Rehabilitation

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

War

Education for Reconstruction.

Outdoor Educators and K-12 Education: Making the Connection.
6p. 1mf. L2 ED 404 044

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Whitewater River Accident Analysis.
10p. 1mf. L1 ED 404 089

Advertising

Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.
238p. 0mf. L3 ED 403 573

Advisory Committees

Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.
34p. 1mf. L1 ED 403 443

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643

Advocacy

Advocacy.
47p. 1mf. L1 ED 404 220

Aesthetics

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
85p. 1mf. L2 ED 404 224

Affective Objectives

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

Affirmative Action

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

African Culture

From Afar to Zulu: A Dictionary of African Cultures.
212p. 0mf. L3 ED 404 258

African History

From Afar to Zulu: A Dictionary of African Cultures.
212p. 0mf. L3 ED 404 258

African Languages

From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.
16p. 1mf. L1 ED 403 737

After School Programs

Latchkey Children: Are They Prepared for Self-Care.
17p. 1mf. L1 ED 404 025

Age Differences

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

195p. 0mf. L3 ED 404 396

Blindness

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711
Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922
Regional and Subregional Libraries for the Blind and Physically Handicapped.
34p. 1mf. L1 ED 403 923

Block Grants

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

Block Scheduling

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644
A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
43p. 1mf. L1 ED 403 647

Blue Collar Occupations

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Board of Education Policy

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403
New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645
Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
305p. 4mf. L1 ED 404 301

Board of Education Role

New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645

Boards of Education

New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645

Braille

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711
Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Budgets

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804
Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823
University and Community College System of Nevada Report to the

Standards and Assessment. IDRA Focus.
17p. 1mf. L1 ED 404 095

College Athletics

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.
252p. 0mf. L3 ED 403 850

College Attendance

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

College Bound Students

High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

College Choice

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

College Credits

High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

College Curriculum

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

College Faculty

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

Reliving the History of WAC--Every Day.
5p. 1mf. L1 ED 403 597

Rethinking Diversity.
22p. 1mf. L1 ED 403 466

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846

Teaching Well and Liking It: Motivating Faculty To Teach

8p. 1mf. L2 ED 403 403
Concept Mapping

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882
Confidentiality

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508
Conflict

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504
Conflict Resolution

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426
Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601
Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717
Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420
Experiences That Prevent Peaceful Learning.
10p. 1mf. L1 ED 404 400
Consciousness Raising

Re-Establishing a Clean Climbing Ethic.
8p. 1mf. L1 ED 404 082
Conservation (Concept)

Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
40p. 0mf. L3 ED 404 155
Conservation (Environment)

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081
Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077
Re-Establishing a Clean Climbing Ethic.
8p. 1mf. L1 ED 404 082
Conservation Education

Re-Establishing a Clean Climbing Ethic.
8p. 1mf. L1 ED 404 082
Conservatism

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839
Consortia

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Cultural Traits

The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755

Culturally Relevant Education

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

Culture

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Curiosity

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

Curriculum

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Curriculum Design

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664

Establishing Curriculums through Effective Public Relations.
15p. 1mf. L1 ED 403 648

Fish Hoek Middle School: Issues of Education Reform in South Africa.
15p. 1mf. L1 ED 404 005

Curriculum Development

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. 1mf. L1 ED 403 558

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. 2mf. L1 ED 404 379

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
145p. 2mf. L1 ED 404 383

Establishing Curriculums through Effective Public Relations.
15p. 1mf. L1 ED 403 648

Foreign Language on the Block.
97p. 2mf. L1 ED 403 742

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Dual Career Family

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Due Process

Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717

Dyslexia

The Reality of Dyslexia.
160p. 0mf. L3 ED 403 542

Early Childhood Education

Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.
305p. 0mf. L3 ED 404 006

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
39p. 1mf. L1 ED 404 013

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. 1mf. L1 ED 404 391

How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
22p. 1mf. L1 ED 403 998

Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.
256p. 0mf. L3 ED 404 032

Early Identification

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Early Intervention

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
254p. 3mf. L1 ED 403 716

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Educational Quality

Conceptions of Quality Learning Held by High School and University Physics Teachers.
33p. 1mf. L1 ED 404 130

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. 1mf. L1 ED 404 211

Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.
21p. 1mf. L1 ED 403 789

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Quality Assurance in Continuing Professional Education. An Analysis.
215p. 0mf. L3 ED 403 441

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

Educational Research

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. 2mf. L1 ED 404 379

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.
9p. 1mf. L1 ED 403 544

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
13p. 1mf. L1 ED 403 497

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Partnership Research.
16p. 1mf. L1 ED 403 491

15p. 1mf. L1 ED 404 001

Environmental Standards

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Environmental Technicians

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Epistemology

Current Concepts in Teaching Mathematics.
19p. 1mf. L1 ED 404 186

Equal Education

Current Concepts in Teaching Mathematics.
19p. 1mf. L1 ED 404 186

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

The Effect of the Science Learning Environment on Science Achievement and Equity.
32p. 1mf. L1 ED 404 111

Equality and Inequality in Education Policy.
314p. 0mf. L3 ED 404 409

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. 1mf. L1 ED 404 391

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

It's Elementary. Talking about Gay Issues. Videotape.
0p. 0mf. L3 ED 404 318

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.
81p. 0mf. L3 ED 404 398

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. 1mf. L1 ED 403 631

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

242p. 3mf. L1 ED 403 765

French Immersion in Canada: Frequently Asked Questions (FAQs).
8p. 1mf. L1 ED 403 771

Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).
88p. 1mf. L1 ED 404 116

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Proud of Two Languages. Videotape.
0p. 0mf. L3 ED 403 769

Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!
28p. 1mf. L1 ED 403 740

Freshman Composition

Reflection and Revision: Intimacy in College Writing.
5p. 1mf. L1 ED 403 564

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Fringe Benefits

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

Fulani

Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
101p. 2mf. L1 ED 403 752

Full Time Faculty

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963

Functional Reading

19 Word List and Reading Exercises and Guide for Materials.
22p. 1mf. L1 ED 403 545

Fund Raising

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
64p. 1mf. L1 ED 403 808

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

Futures (of Society)

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.

8p. 1mf. L1 ED 403 771

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772

Immigrants

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
270p. 0mf. L3 ED 404 393

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. 0mf. L3 ED 404 394

Improvement Programs

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Improvisation

Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.
207p. 0mf. L3 ED 404 225

Incentives

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
222p. 3mf. L1 ED 404 373

Incidence

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

Health Conditions and Impairments Causing Disability. Disabililty Statistics Abstract, Number 16.
5p. 1mf. L1 ED 403 710

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Kids Count Alaska Data Book: 1996.
115p. 2mf. L1 ED 404 028

Learning.
276p. 0mf. L3 ED 403 867

Internship Programs

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Interpersonal Communication

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Educational Assessment as Invitation for Dialogue.
34p. 1mf. L1 ED 403 422

Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.
6p. 1mf. L1 ED 403 624

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

The New Language of Work.
215p. 0mf. L3 ED 403 428

Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
19p. 1mf. L1 ED 403 997

Social Penetration: A Description, Research, and Evaluation.
25p. 1mf. L1 ED 403 615

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Interpersonal Competence

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

A Scale Measuring the Ability To Relax Others.
8p. 1mf. L1 ED 404 317

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Teaching Social Skills: A Practical Instructional Approach.
180p. 0mf. L3 ED 403 732

Interpersonal Relationship

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178

Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
19p. 1mf. L1 ED 403 997

Social Penetration: A Description, Research, and Evaluation.
25p. 1mf. L1 ED 403 615

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. 0mf. L3 ED 404 395

Interpretive Skills

Dialogic Bonds and Boundaries.
6p. 1mf. L2 ED 403 565

Interprofessional Relationship

225p. 0mf. L3 ED 403 921

Library Administration

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. 0mf. L3 ED 403 908

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Library Catalogs

A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
14p. 1mf. L1 ED 404 069

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

Library Collection Development

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Library Cooperation

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Library Development

Customer Service in the Information Environment. Information Services Management Series.
144p. 0mf. L3 ED 403 909

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. 0mf. L3 ED 403 908

Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
183p. 0mf. L3 ED 403 906

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Library Instruction

Find It All at the Library! An Introduction to the Library for Children. Videotape.
0p. 0mf. L3 ED 403 901

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Library Material Selection

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Library Materials

Find It All at the Library! An Introduction to the Library for Children. Videotape.
0p. 0mf. L3 ED 403 901

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Library Research

Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Multicultural Education

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Black River Technical College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 928

Bronx Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 929

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Central Florida Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Chesterfield/Marlboro Technical College, AACC Progress Report.
8p. 1mf. L1 ED 403 933

Collin County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 934

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
336p. 4mf. L2 ED 404 123

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Fresno City College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 937

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

Parent School Relationship

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Family-School Cooperation through Action-Research.
7p. 1mf. L1 ED 403 982

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Parent Student Relationship

Helping Your Child Start School: A Practical Guide for Parents.
224p. 0mf. L3 ED 404 026

Secondary School Transition: Planning for Success.
7p. 1mf. L1 ED 403 705

Parent Teacher Conferences

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

Parent Teacher Cooperation

Family-School Cooperation through Action-Research.
7p. 1mf. L1 ED 403 982

Parenting Skills

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Parents

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
145p. 2mf. L1 ED 404 383

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Parking Facilities

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Part Time Faculty

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

Participant Satisfaction

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Century.
15p. 1mf. L1 ED 403 447

Professional Development

Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.
301p. 0mf. L3 ED 403 590

Building Bridges: The Mission & Principles of Professional Development.
5p. 1mf. L1 ED 404 322

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Finding Your Way As a Counselor.
153p. 2mf. L2 ED 403 509

HRD Academic Programs.
26p. 1mf. L1 ED 403 495

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Professional Development Schools

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
161p. 2mf. L1 ED 404 303

Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

Research Tools

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

HRD Journals.
20p. 1mf. L1 ED 403 477

Research Universities

The Rise of American Research Universities. Elites and Challengers in the Postwar Era.
319p. 0mf. L3 ED 403 860

Research Utilization

NAEP Primer.
110p. 2mf. L1 ED 404 374

Research Ideas for the Classroom: Early Childhood Mathematics.
390p. 0mf. L3 ED 404 142

Research Ideas for the Classroom: High School Mathematics.
320p. 0mf. L3 ED 404 144

Research Ideas for the Classroom: Middle Grades Mathematics.
368p. 0mf. L3 ED 404 143

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Resistance (Psychology)

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

Resource Allocation

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

Resource Materials

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

Resources

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Responses

Scientific Attitudes

A Survey of the Use of Science Manipulatives in Elementary Schools.
16p. 1mf. L1 ED 404 160

Scientific Literacy

Can We Improve Science Literacy?
14p. 1mf. L1 ED 404 129

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Scientists

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

Scores

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Scoring

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. 2mf. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. 3mf. L1 ED 403 765

Measuring Up: Prototypes for Mathematics Assessment.
173p. 2mf. L2 ED 404 102

Scots Gaelic

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Screen Design (Computers)

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Search Strategies

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Navigation Maps in a Computer-Networked Hypertext Learning System.

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

Special Schools

Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Speech Communication

The Speech Communication Association: Advancement of the Discipline.
15p. 1mf. L2 ED 403 614

A Study of the Reputations of Doctoral Programs in Communication.
7p. 1mf. L2 ED 403 610

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Speech Habits

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. 1mf. L1 ED 403 734

Speech Skills

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Speech Synthesizers

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040

Speed Reading

The PhotoReading Whole Mind System.
150p. 0mf. L3 ED 403 538

Staff Development

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow.

Views of Instructional Supervision: What Do the Textbooks Say?
21p. 1mf. L1 ED 403 641

Supplementary Reading Materials

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

Supported Employment

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Suprasegmentals

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Suspension

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Swedish

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772

Symptoms (Individual Disorders)

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
46p. 1mf. L1 ED 403 673

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Systems Approach

Evaluation Systems in HRD.
25p. 1mf. L1 ED 403 492

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658

Redefining Competency from a Systems Perspective for the 21st Century.
15p. 1mf. L1 ED 403 447

Systems Development

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Talent

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Tax Allocation

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.

New Ways of Writing: A Handbook for Writing with Computers.
216p. 0mf. L3 ED 403 593

Textbook Content

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Textbook Evaluation

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. 1mf. L1 ED 403 541

Textbook Selection

Establishing Curriculums through Effective Public Relations.
15p. 1mf. L1 ED 403 648

Textbooks

Social Studies: Applications for a New Century.
235p. 0mf. L3 ED 404 243

A Textbook Approach Versus an Integrated Approach in Social Studies.
39p. 1mf. L2 ED 404 249

Theater Arts

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Thematic Approach

G is for Geography: Children's Literature and the Five Themes.
112p. 2mf. L2 ED 404 234

Northampton Community College, Exploring America's Communities. Progress Report.
11p. 1mf. L1 ED 403 952

A Textbook Approach Versus an Integrated Approach in Social Studies.
39p. 1mf. L2 ED 404 249

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

Theological Education

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. 1mf. L1 ED 403 770

Theory Practice Relationship

Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.
305p. 0mf. L3 ED 404 006

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

83p. 1mf. L1 ED 403 636

Waste Disposal

Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
501p. 6mf. L2 ED 404 114

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Recycling Lesson Plans.
24p. 1mf. L1 ED 404 118

Wastes

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Water

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
15p. 1mf. L1 ED 404 001

Water Pollution

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Water Quality

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Water Resources

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Welfare Recipients

Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
9p. 1mf. L1 ED 403 417

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.
195p. 0mf. L3 ED 404 396

Welfare Services

Ohio Children: Together We Can Help Them Grow.
13p. 1mf. L1 ED 403 996

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

Well Being

Baselines and Benchmarks: Indicators of Well-Being for Iowa

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. 1mf. L1 ED 403 780

Agency Cooperation

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

Aging (Individuals)

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Agricultural Education

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Agricultural Occupations

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Air Pollution

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Alaska Natives

Alaska Native Arts Education Survey.
30p. 1mf. L1 ED 404 230

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Algebra

Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100

Allied Health Occupations Education

Employability Skills Center.
511p. 6mf. L1 ED 403 384

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Alternative Teacher Certification

Post-Baccalaureate Teacher Certification Programs: Strategies

Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

Business Administration

Building and Managing Your Private Practice.
290p. 4mf. L2 ED 403 521

Business Administration Education

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Business Communication

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. 1mf. L1 ED 403 749

Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
11p. 1mf. L1 ED 403 606

The New Language of Work.
215p. 0mf. L3 ED 403 428

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Business Education

Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404

Calculators

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163

Calculus

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Cancer

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

Capital

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

Capital Outlay (for Fixed Assets)

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. 1mf. L1 ED 403 856

Career Change

Career Development.

Effectively.
455p. 0mf. L3 ED 403 792

College Graduates

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. 1mf. L1 ED 403 800

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

College Instruction

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.
332p. 0mf. L3 ED 403 796

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
145p. 2mf. L1 ED 403 829

College Mathematics

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

College Outcomes Assessment

Measures of Progress: 1995 Project Follow-Up, American River

Constitutional Law

Social Foundations of Education and the Debate about Flag Desecration.
5p. 1mf. L1 ED 404 251

Construction (Process)

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. 1mf. L1 ED 404 078

Constructivism (Learning)

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

The Constructivist Approach to Science and Technology.
9p. 1mf. L1 ED 403 988

Consumer Education

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Content Analysis

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

Content Area Reading

Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
10p. 1mf. L1 ED 403 536

Content Area Writing

Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.
10p. 1mf. L1 ED 403 536

Context Effect

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Continuing Education

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Contracts

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Controversial Issues (Course Content)

Leading the Way on Controversial Issues.
40p. 1mf. L1 ED 403 502

Science Education for a Pluralist Society.
126p. 1mf. L3 ED 404 126

Cooperation

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

HRD Academic Programs.
26p. 1mf. L1 ED 403 495

Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100

Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.
256p. 0mf. L3 ED 404 032

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.
26p. 1mf. L1 ED 404 330

Making Progress: Education and Culture in New Times.
156p. 0mf. L3 ED 404 392

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Performance Improvement.
34p. 1mf. L1 ED 403 490

Philanthropy in Croatia: The Problems of Teaching.
27p. 1mf. L1 ED 404 324

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. 1mf. L1 ED 403 426

Rockland Community College, Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 955

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Curriculum Evaluation

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Dance

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Dance Education

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

98p. 2mf. L1 ED 403 706

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. 1mf. L1 ED 403 725

Earth Science

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Eating Habits

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
165p. 2mf. L1 ED 403 683

Ecology

Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
501p. 6mf. L2 ED 404 114

Economic Change

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Economic Development

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. 1mf. L1 ED 404 203

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

Economic Factors

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
12p. 1mf. L1 ED 404 060

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Economic Impact

The Economic Impact of the Arts in Alaska.
58p. 1mf. L2 ED 404 229

The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
40p. 1mf. L1 ED 403 820

The Impact of Nova Southeastern University on the South Florida

Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).
369p. 4mf. L1 ED 404 151

Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).
402p. 5mf. L1 ED 404 152

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
437p. 5mf. L1 ED 404 150

Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.
15p. 1mf. L1 ED 404 361

Status of HRD Research.
24p. 1mf. L1 ED 403 496

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Educational Resources

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

EE Reference Collection.
295p. 0mf. L3 ED 404 170

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

Resources in Education (RIE). Volume 32, Number 6.
0p. 0mf. L2 ED 403 376

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Educational Strategies

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

EE Reference Collection.
295p. 0mf. L3 ED 404 170

Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.
8p. 1mf. L1 ED 404 153

Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. 1mf. L1 ED 403 633
Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.
345p. 0mf. L3 ED 403 663
Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Equal Opportunities (Jobs)

Diversity in the Workplace.
22p. 1mf. L1 ED 403 488
The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Error of Measurement

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Essay Tests

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378

Estimation (Mathematics)

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117
An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Ethical Instruction

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. 1mf. L1 ED 404 210
Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404
Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Ethics

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526
Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404

Ethnic Discrimination

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Ethnic Groups

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419
Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198
Resilience and Motivation in Two Ethnic Minority Populations.
12p. 1mf. L1 ED 404 401

52p. 1mf. L1 ED 403 884

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. 0mf. L3 ED 403 916

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

No Neutral Ground: Standing by the Values We Prize in Higher Education.
231p. 0mf. L3 ED 403 864

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.
6p. 1mf. L1 ED 403 878

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. 1mf. L1 ED 404 216

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
43p. 1mf. L2 ED 403 628

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Games

Teaching Technical Skills through Play.
7p. 1mf. L1 ED 404 084

Genealogy

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.
24p. 0mf. L3 ED 404 241

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.
179p. 0mf. L3 ED 404 240

General Science

Inclusive Schools

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

Handbook for Successful Inclusion.
220p. 0mf. L3 ED 403 708

Inclusion.
37p. 1mf. L1 ED 403 874

Income

The Economic Impact of the Arts in Alaska.
58p. 1mf. L2 ED 404 229

Independent Reading

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. 1mf. L1 ED 403 738

Independent Study

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Indexes

Resources in Education (RIE). Volume 32, Number 6.
0p. 0mf. L2 ED 403 376

Indexing

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Indigenous Populations

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Individual Characteristics

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

Individual Counseling

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Individual Development

Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
257p. 0mf. L3 ED 403 791

The Enduring Heart of the Public Speaking Course.
8p. 1mf. L1 ED 403 623

Individual Differences

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

Individual Power

Counseling for Empowerment.
283p. 3mf. L2 ED 403 513

Individualized Education Programs

Infusing Transition into Individualized Education Programs.

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. 0mf. L3 ED 403 654

Intervention

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.
79p. 1mf. L1 ED 403 979

Intrinsic Motivation and the Student with Learning Disabilities.
31p. 1mf. L1 ED 403 723

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Interviews

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.
20p. 1mf. L1 ED 404 177

Introductory Courses

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Intuition

Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
7p. 1mf. L1 ED 404 071

Investigations

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Irish

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Japanese

Speech Style, Gender, and Oral Proficiency Interview Performance.
14p. 1mf. L1 ED 403 744

Japanese Americans

Generations and Identity: The Japanese American.
207p. 0mf. L3 ED 404 390

Job Performance

Expertise in Organizations.
26p. 1mf. L1 ED 403 483

Transfer of Training.
23p. 1mf. L1 ED 403 480

Job Placement

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Job Search Methods

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.
225p. 0mf. L3 ED 403 921

Library Role

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
52p. 1mf. L1 ED 403 884

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
8p. 1mf. L1 ED 403 915

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Library Services

Differences Make Us Stronger. Diversity in the Library. Videotape.
0p. 0mf. L3 ED 403 902

Find It All at the Library! An Introduction to the Library for Children. Videotape.
0p. 0mf. L3 ED 403 901

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
8p. 1mf. L1 ED 403 915

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.
183p. 0mf. L3 ED 403 906

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

Regional and Subregional Libraries for the Blind and Physically Handicapped.
34p. 1mf. L1 ED 403 923

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Library Statistics

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.
225p. 0mf. L3 ED 403 921

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
8p. 1mf. L1 ED 403 915

Library Technical Processes

Technical Services and the World Wide Web.

Publication No. 12.

168p. 2mf. L2 ED 404 253

A Handbook for Developing Multicultural Awareness. Second Edition.

325p. 4mf. L2 ED 403 512

A Kaleidoscope of Cultures and the Arts.

15p. 1mf. L1 ED 404 268

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.

8p. 1mf. L1 ED 403 944

Lee College, Exploring America's Communities. Progress Report.

8p. 1mf. L1 ED 403 946

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.

7p. 1mf. L1 ED 403 949

Monroe Community College, Exploring America's Communities. Progress Report.

7p. 1mf. L1 ED 403 950

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.

7p. 1mf. L1 ED 403 951

Multicultural Counseling in Schools: A Synergetic Approach.

333p. 4mf. L2 ED 403 510

Northampton Community College, Exploring America's Communities. Progress Report.

11p. 1mf. L1 ED 403 952

Nunez Community College, Exploring America's Communities. Progress Report.

7p. 1mf. L1 ED 403 953

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).

93p. 1mf. L1 ED 403 767

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.

15p. 1mf. L1 ED 404 300

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.

291p. 4mf. L2 ED 404 328

Rainbows: Stories and Customs from Around the World. Grades 3-6.

82p. 1mf. L1 ED 404 282

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.

244p. 0mf. L3 ED 404 408

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).

18p. 1mf. L1 ED 404 216

Rockland Community College, Exploring America's Communities. Progress Report.

9p. 1mf. L1 ED 403 955

San Antonio College, Exploring America's Communities. Progress Report.

6p. 1mf. L1 ED 403 956

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.

7p. 1mf. L1 ED 403 957

Science Education for a Pluralist Society.

126p. 1mf. L3 ED 404 126

Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.

23p. 1mf. L1 ED 404 313

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Views of British Parents about Special Education Services for Their Child with Mental Disabilities.
11p. 1mf. L1 ED 403 722

Participation

Career Development/Special Needs.
33p. 1mf. L1 ED 403 484

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Monroe Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 950

National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).
233p. 3mf. L1 ED 403 924

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Participative Decision Making

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. 1mf. L1 ED 404 003

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.
34p. 1mf. L1 ED 403 643

Successful Site-Based Management: A Practical Guide. Revised Edition.
202p. 3mf. L2 ED 403 666

Partnerships in Education

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

Progress.
11p. 1mf. L1 ED 404 308

Professional Education

A Master of Science in Education for Health Professions Educators. A Model.
17p. 1mf. L1 ED 403 455

Professional Recognition

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. 1mf. L2 ED 403 619

Professional Training

The Cost of Becoming an Outdoor Instructor.
6p. 1mf. L2 ED 404 045

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Managerial Solutions: An Exercise in Developing Successful Communication Strategies.
11p. 1mf. L1 ED 403 606

Professors

Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135

Program Administration

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Linking Department and Forensics Directing in the Small College.
19p. 1mf. L1 ED 403 605

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Program Design

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Program Development

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

Practitioner States.
32p. 1mf. L1 ED 403 485

Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Transforming Teacher Education, Teaching and Student Learning in

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

Resumes (Personal)

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Retirement

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Reverse Discrimination

Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.
211p. 0mf. L3 ED 404 427

Rhetoric

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557

Dialogic Bonds and Boundaries.
6p. 1mf. L2 ED 403 565

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Rhetorical Invention

How To Debate. Revised Edition. (A Speak Out, Write On! Book).
128p. 0mf. L3 ED 403 626

Rhetorical Theory

Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.
13p. 1mf. L1 ED 403 560

Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559

Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.
22p. 1mf. L1 ED 403 616

Risk

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Risk Management

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor

24p. 1mf. L1 ED 403 882

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.

10p. 1mf. L1 ED 403 896

Seasonal Laborers

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.

189p. 2mf. L2 ED 404 228

Second Language Programs

The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.

146p. 2mf. L1 ED 403 741

French Immersion in Canada: Frequently Asked Questions (FAQs).

8p. 1mf. L1 ED 403 771

Second Languages

Canning Canned Conversations.

14p. 1mf. L1 ED 403 777

A Case-Study in Family French-Immersion and Academic Achievement.

51p. 1mf. L1 ED 403 773

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.

14p. 1mf. L1 ED 403 749

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.

439p. 5mf. L1 ED 403 759

Foreign Language on the Block.

97p. 2mf. L1 ED 403 742

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.

110p. 2mf. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.

242p. 3mf. L1 ED 403 765

Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.

22p. 1mf. L1 ED 403 751

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.

11p. 1mf. L1 ED 403 772

National K-12 Foreign Language Resource Center Evaluation Report.

110p. 2mf. L1 ED 403 746

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).

93p. 1mf. L1 ED 403 767

Proficiency, Portfolios, and Learner Development in the Reading Classroom.

26p. 1mf. L1 ED 403 775

Proud of Two Languages. Videotape.

Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

Differences Make Us Stronger. Diversity in the Library. Videotape.
0p. 0mf. L3 ED 403 902

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Standardized Tests

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. 1mf. L1 ED 404 112

The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.
333p. 0mf. L3 ED 403 574

Standards

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
64p. 1mf. L1 ED 403 808

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. 2mf. L1 ED 404 379

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

UIAGM Ropehandling Techniques.
14p. 1mf. L1 ED 404 086

State Agencies

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

State Aid

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
100p. 2mf. L1 ED 403 857

Fiscal Year 1998 Higher Education Budget Recommendations:

277p. 0mf. L3 ED 403 659
Tax Rates

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418
Taxes

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419
Teacher Attitudes

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293
Conceptions of Quality Learning Held by High School and University Physics Teachers.
33p. 1mf. L1 ED 404 130
Cultural Factors Influencing the Communicative Process in the Diverse Classroom.
13p. 1mf. L1 ED 404 381
Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. 1mf. L1 ED 404 003
Discontinuities in Science Teaching: A Developmental Analysis.
15p. 1mf. L1 ED 404 135
How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?
22p. 1mf. L1 ED 403 998
The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.
46p. 1mf. L1 ED 403 872
Implementing a Multi-age Model in a New York City Public School.
22p. 1mf. L1 ED 404 033
Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669
Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332
Learning English Electronically: Formative Evaluation in ESL Software.
10p. 1mf. L1 ED 403 877
Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.
17p. 1mf. L1 ED 404 178
The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333
Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306
Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299
Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131
Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356

Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.
328p. 0mf. L3 ED 403 617

Expertise in Organizations.
26p. 1mf. L1 ED 403 483

Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.
10p. 1mf. L1 ED 404 323

The Organizational Learning Cycle. How We Can Learn Collectively.
141p. 0mf. L3 ED 403 439

Partnership Research.
16p. 1mf. L1 ED 403 491

Therapeutic Recreation

Therapy in the Mountains.
8p. 1mf. L1 ED 404 085

Therapy

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

Thinking Skills

Art and Thinking Skills.
46p. 1mf. L1 ED 404 221

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

Time Blocks

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644

Foreign Language on the Block.
97p. 2mf. L1 ED 403 742

A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
43p. 1mf. L1 ED 403 647

Time Factors (Learning)

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. 1mf. L1 ED 403 644

A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
43p. 1mf. L1 ED 403 647

Time Management

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Toddlers

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

Children.
31p. 1mf. L1 ED 404 022

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Kids Count Alaska Data Book: 1996.
115p. 2mf. L1 ED 404 028

Maryland 1994 KIDS COUNT Factbook.
157p. 2mf. L1 ED 404 031

Welsh

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

Western Civilization

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.
38p. 1mf. L2 ED 404 279

Wetlands

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056

Whole Language Approach

Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.
9p. 1mf. L1 ED 403 549

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

Gender and Ability Differences in Children's Writing.
20p. 1mf. L1 ED 404 338

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Wildlife

Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
40p. 0mf. L3 ED 404 155

Withdrawal (Education)

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Women Administrators

Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
257p. 0mf. L3 ED 403 791

Career Development.

for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

Alumni

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

American Indian Culture

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056

American Indian Education

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

American Indian Literature

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

American Indians

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

American Studies

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Fresno City College, Exploring America's Communities. Progress

33p. 1mf. L1 ED 403 474

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Career Counseling

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Education for the Future: New Counseling Paradigms for Adult Education.
8p. 1mf. L1 ED 403 456

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
208p. 3mf. L1 ED 403 498

Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
358p. 0mf. L3 ED 403 431

Career Development

Against the Tide: Career Paths of Women Leaders in American and British Higher Education.
257p. 0mf. L3 ED 403 791

Career Development.
33p. 1mf. L1 ED 403 474

Career Development/Special Needs.
33p. 1mf. L1 ED 403 484

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
358p. 0mf. L3 ED 403 431

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.
155p. 2mf. L2 ED 403 667

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

Career Education

Blue Collar & Beyond: Resumes for Skilled Trades & Services.
192p. 0mf. L3 ED 403 398

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
120p. 2mf. L1 ED 403 401

Career Exploration

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. 2mf. L1 ED 403 650

Career Guidance

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
208p. 3mf. L1 ED 403 498

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. 2mf. L1 ED 403 650

College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
256p. 0mf. L3 ED 403 809

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

College Programs

Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.
27p. 1mf. L1 ED 404 065

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. 1mf. L1 ED 403 800

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

College Role

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).

Cooperative Learning

Cognitive Engagement in Cooperative Learning.
17p. 1mf. L1 ED 404 352

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Learning Organization.
20p. 1mf. L1 ED 403 479

A Meta-Analysis of Scripted Cooperative Learning.
11p. 1mf. L1 ED 404 353

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Using Cooperative Learning in the Technical Classroom.
6p. 1mf. L1 ED 403 438

Cooperative Planning

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. 3mf. L2 ED 403 635

Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.
5p. 1mf. L1 ED 403 579

Cooperative Programs

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Coping

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

Copyrights

A Copyright Guide for Authors.
243p. 0mf. L3 ED 403 595

The Copyright Handbook: How To Protect and Use Written Works. Third Edition.
356p. 0mf. L3 ED 403 591

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Corporate Education

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

Leadership and Management Development.
28p. 1mf. L1 ED 403 487

Practitioner States.
32p. 1mf. L1 ED 403 485

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.

Data Analysis

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

NAEP Primer.
110p. 2mf. L1 ED 404 374

Data Collection

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

American Indian Education in the Chicago Public Schools: Another Look.
49p. 1mf. L1 ED 404 049

Integrated Postsecondary Education Data System, 1994. CD-ROM .
0p. 0mf. L3 ED 404 376

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Database Management Systems

An IBM Compatible Participant Data Base System for Outdoor Programs.
11p. 1mf. L1 ED 404 070

Dating (Social)

The Impact of External Resources on Conflict and Violence in Dating Relationships.
28p. 1mf. L1 ED 403 504

Day Care

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. 15mf. L1 ED 403 987

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
44p. 1mf. L1 ED 404 012

Day Care Effects

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures

Economy. Research and Planning Report 95-03.
31p. 1mf. L1 ED 403 814

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
8p. 1mf. L1 ED 403 915

Waiting for the Return. Maximizing Investments in Technology.
8p. 1mf. L2 ED 403 403

Economically Disadvantaged

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Economics

Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.
51p. 1mf. L1 ED 404 250

Education Majors

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

Education Work Relationship

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Conflicting Paths: Growing Up in America.
426p. 0mf. L3 ED 403 457

High Involvement Work Teams.
26p. 1mf. L1 ED 403 470

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

Instructional Technology.
19p. 1mf. L1 ED 403 471

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. 2mf. L1 ED 403 650

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

Orchestrating Work and Learning.
21p. 1mf. L1 ED 403 468

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.

142p. 0mf. L3 ED 404 185

Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?
45p. 1mf. L1 ED 404 014

Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 207

A Piagetian View of Learning Styles.
4p. 1mf. L1 ED 404 191

Re-Establishing a Clean Climbing Ethic.
8p. 1mf. L1 ED 404 082

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
16p. 1mf. L1 ED 404 167

Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171

When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.
8p. 1mf. L1 ED 404 088

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. 1mf. L1 ED 403 754

Educational Technology

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

Instructional Technology.
19p. 1mf. L1 ED 403 471

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
161p. 2mf. L1 ED 404 303

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Telecommunications: Does It Make a Difference in the Classroom?
8p. 1mf. L1 ED 403 880

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. 1mf. L1 ED 403 394

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. 2mf. L1 ED 403 875

Educational Television

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

Recommendations for a Telecommunications-Based Delivery System.
115p. 2mf. L1 ED 403 793

Educational Theories

Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.

Ethnic Studies

Black River Technical College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 928

Bronx Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 929

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

Ethnicity

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Ethnography

Anthropological Materials Available from the Smithsonian Institution.
11p. 1mf. L1 ED 404 232

Etiology

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

European History

The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.
38p. 1mf. L2 ED 404 279

Evaluation

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. 1mf. L1 ED 404 184

Evaluation Criteria

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Evaluation Methods

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

Genetics

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Geographic Concepts

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

Geographic Distribution

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816

Geographic Location

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

Geography

G is for Geography: Children's Literature and the Five Themes.
112p. 2mf. L2 ED 404 234

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Geography Instruction

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

Geometry

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. 1mf. L1 ED 404 163

The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. 1mf. L1 ED 404 164

Geothermal Energy

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Gerontology

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

Gifted

49p. 1mf. L1 ED 403 718
Individualized Instruction

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066
Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881
Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392
Individualized Programs

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290
Industrial Education

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454
Industrial Training

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
13p. 1mf. L1 ED 403 497
Status of HRD Research.
24p. 1mf. L1 ED 403 496
Training Practices.
31p. 1mf. L1 ED 403 494
Industry

Technology, Science Education and the World of Work.
50p. 1mf. L1 ED 404 106
Infant Behavior

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977
Infant Care

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
0p. 0mf. L3 ED 403 990
Infants

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019
NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983
NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984
NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985
Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977
Informal Assessment

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326
Information Dissemination

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Job Skills

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Learning Research.
30p. 1mf. L1 ED 403 472

Partnership between Vocational Institutions and Welfare Programs.
17p. 1mf. L1 ED 403 432

Redefining Competency from a Systems Perspective for the 21st Century.
15p. 1mf. L1 ED 403 447

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. 1mf. L1 ED 403 440

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Job Training

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

Career Development/Special Needs.
33p. 1mf. L1 ED 403 484

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.
9p. 1mf. L1 ED 403 417

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Instructional Delivery.
23p. 1mf. L1 ED 403 476

Transfer of Training.
23p. 1mf. L1 ED 403 480

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

Waiting for the Return. Maximizing Investments in Technology.
8p. 1mf. L2 ED 403 403

Workforce Issues.
31p. 1mf. L1 ED 403 473

Journal Writing

Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.

7p. 1mf. L1 ED 403 887

Lifelong Learning

Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Limited English Speaking

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.
40p. 1mf. L1 ED 403 739

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

Psychosocial Adaptation of the Taiwanese Immigrants in the United States.
15p. 1mf. L1 ED 404 416

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

Linguistic Theory

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. 1mf. L1 ED 403 776

Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.
18p. 1mf. L1 ED 403 761

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Listening Comprehension

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. 1mf. L1 ED 403 749

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.
439p. 5mf. L1 ED 403 759

Listening Skills

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Literacy

Tarrant County Junior College District, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 959

Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.
7p. 1mf. L2 ED 404 248

Tulsa Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 960

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
104p. 2mf. L1 ED 404 236

Tyler Junior College, Exploring America's Communities.
7p. 1mf. L1 ED 403 961

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

Multigraded Classes

How To Manage Your Multi-Age Classroom: Grades K-2.
144p. 0mf. L3 ED 404 016

Multilingualism

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767

Multimedia Instruction

Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
66p. 1mf. L1 ED 403 585

Multimedia Materials

Information Technology Education in a Cooperative Environment: Design and Evaluation.
18p. 1mf. L1 ED 403 883

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Multiple Choice Tests

An Analysis of Multiple-Choice Test Item Booklets.
15p. 1mf. L1 ED 404 357

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. 1mf. L1 ED 403 556

Multivariate Analysis

Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.
28p. 1mf. L1 ED 404 348

Music

The Classroom Teacher's Guide to Music Education.
174p. 0mf. L3 ED 404 195

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.
171p. 2mf. L2 ED 403 668

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
13p. 1mf. L1 ED 403 497

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

International Partnership in Educational Evaluation: The NEWLO Project.
21p. 1mf. L1 ED 404 345

Learn and Serve America. Higher Education Program Descriptions, 1996.
48p. 1mf. L1 ED 403 861

Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.
12p. 1mf. L1 ED 404 038

Partnership Research.
16p. 1mf. L1 ED 403 491

Partnerships with Business, Industry, and the Military.
9p. 1mf. L1 ED 403 433

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
161p. 2mf. L1 ED 404 303

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Transforming Teacher Education, Teaching and Student Learning in

a Professional Development School Collaborative. A Work in Progress.
11p. 1mf. L1 ED 404 308

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

Program Effectiveness

A Third-Year Assessment of Tech Prep in Washington State.
94p. 1mf. L1 ED 403 402

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Program Evaluation

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.
42p. 1mf. L1 ED 403 803

Evaluation Systems in HRD.
25p. 1mf. L1 ED 403 492

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Moving Ahead: Program Review & Evaluation As Tools for Growth.
9p. 1mf. L1 ED 404 072

Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.
256p. 0mf. L3 ED 403 809

Program Implementation

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

Program Proposals

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Progressive Education

Making Progress: Education and Culture in New Times.
156p. 0mf. L3 ED 404 392

Promotion (Occupational)

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

Proposal Writing

External Funding Considerations for Obtaining Research and Training Grants.
13p. 1mf. L1 ED 403 454

Grants for Beginners: The Painless Guide for Teachers.
13p. 1mf. L1 ED 404 321

Protocol Analysis

A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.

Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
11p. 1mf. L1 ED 404 074

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. 1mf. L1 ED 404 075

Robustness (Statistics)

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Role of Education

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. 1mf. L1 ED 404 203

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

Role Playing

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Rural Areas

Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
12p. 1mf. L1 ED 404 060

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. 0mf. L3 ED 404 397

Rural Economics

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

Rural Education

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Rural Environment

0p. 0mf. L3 ED 403 769

Secondary Education

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138
Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Secondary School Curriculum

A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.
57p. 1mf. L1 ED 404 041

Secondary School Mathematics

Research Ideas for the Classroom: High School Mathematics.
320p. 0mf. L3 ED 404 144

Secondary School Science

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. 2mf. L1 ED 404 110

Secondary School Teachers

Mathematical Knowledge and the Intermediate School Teacher.
9p. 1mf. L1 ED 404 147
A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873

Security Personnel

Creating a Safe Campus. A Guide for College and University Administrators.
188p. 0mf. L3 ED 403 838

Seizures

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Selection

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

Selective Colleges

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

Self Actualization

Solo Parenting: Raising Strong & Happy Families.
192p. 0mf. L3 ED 403 992

Self Concept

The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.
9p. 1mf. L1 ED 403 620
Random Access Nomad Rhetorics.
14p. 1mf. L1 ED 403 559
Students' Identity Status and Mentorship from College Faculty.
16p. 1mf. L1 ED 403 846
What Does Cultural Identity Have to Do with the Preparation of

Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. 1mf. L1 ED 403 856

Principles of a Sound State School Finance System.
31p. 1mf. L2 ED 403 634

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

State Colleges

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

State Federal Aid

Ohio Children: Together We Can Help Them Grow.
13p. 1mf. L1 ED 403 996

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

State Government

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
43p. 1mf. L2 ED 403 628

State History

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

State Legislation

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

State Programs

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.

Secondary School Principals in Alabama Public Schools.
14p. 1mf. L1 ED 403 642

A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.
17p. 1mf. L1 ED 403 873

Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
305p. 4mf. L1 ED 404 301

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

Workforce Issues.
31p. 1mf. L1 ED 403 473

Teacher Background

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. 1mf. L1 ED 403 553

Teacher Behavior

Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.
14p. 1mf. L1 ED 403 547

Teacher Certification

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

Outdoor Educators and K-12 Education: Making the Connection.
6p. 1mf. L2 ED 404 044

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Teacher Characteristics

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

Teacher Collaboration

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Teacher Competencies

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. 15mf. L1 ED 403 987

Total Quality Management

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Quality Assurance in Continuing Professional Education. An Analysis.
215p. 0mf. L3 ED 403 441

Rethinking Diversity.
22p. 1mf. L1 ED 403 466

Total Quality Management in Information Services. Information Services Management Series.
261p. 0mf. L3 ED 403 907

Track System (Education)

Making Progress: Education and Culture in New Times.
156p. 0mf. L3 ED 404 392

Traffic Circulation

Driving: English-Spanish. Enlarged and Revised Edition.
51p. 1mf. L2 ED 403 763

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. 1mf. L2 ED 403 764

Traffic Control

Driving: English-Spanish. Enlarged and Revised Edition.
51p. 1mf. L2 ED 403 763

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. 1mf. L2 ED 403 764

Traffic Safety

Driving: English-Spanish. Enlarged and Revised Edition.
51p. 1mf. L2 ED 403 763

Trainers

The Cost of Becoming an Outdoor Instructor.
6p. 1mf. L2 ED 404 045

Instructional Delivery.
23p. 1mf. L1 ED 403 476

Training

The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.
7p. 1mf. L1 ED 404 068

Training Allowances

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

Training Methods

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Improving Work Efficiency: Job Training Based on Engineering

33p. 1mf. L1 ED 403 474

Women Faculty

The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.
26p. 1mf. L1 ED 403 787

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. 1mf. L2 ED 403 619

Women Teachers on the Frontier.
284p. 0mf. L3 ED 404 092

Womens Education

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.
339p. 0mf. L3 ED 404 429

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.
160p. 1mf. L3 ED 404 121

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. 1mf. L1 ED 404 061

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. 1mf. L1 ED 404 058

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.
16p. 1mf. L1 ED 404 134

Word Problems (Mathematics)

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
16p. 1mf. L1 ED 404 167

Work Attitudes

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

Work Environment

The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.
278p. 0mf. L3 ED 403 656

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Diversity in the Workplace.
22p. 1mf. L1 ED 403 488

Sexual Harassment in the 90's.
27p. 1mf. L2 ED 404 194

Transfer of Training.
23p. 1mf. L1 ED 403 480

Workforce Issues.
31p. 1mf. L1 ED 403 473

Report.
8p. 1mf. L1 ED 403 937

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 948

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 949

Monroe Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 950

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
7p. 1mf. L1 ED 403 951

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

Rockland Community College, Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 955

San Antonio College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 956

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.
7p. 1mf. L1 ED 403 957

Tarrant County Junior College District, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 959

Tulsa Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 960

Tyler Junior College, Exploring America's Communities.
7p. 1mf. L1 ED 403 961

University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 947

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Ancient History

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

Ancillary School Services

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
25p. 1mf. L1 ED 404 097

Anger

Experiences That Prevent Peaceful Learning.

Career Ladders

Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.
204p. 3mf. L2 ED 404 312

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Career Planning

Career and Life Planning with Gay, Lesbian, and Bisexual Persons.
205p. 3mf. L2 ED 403 523

Caregiver Child Relationship

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Caregiver Role

Infant Temperament and Personality.
26p. 1mf. L1 ED 404 019

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

Caregiver Speech

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Case Studies

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

Cataloging

A Computerized Cataloging System for an Outdoor Program Library or Resource Center.
14p. 1mf. L1 ED 404 069

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Yahoo! Cataloging the Web.
10p. 1mf. L1 ED 403 886

Categorical Aid

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Catholic Schools

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
270p. 0mf. L3 ED 404 393

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. 0mf. L3 ED 404 394

Censorship

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

Certification

7p. 1mf. L1 ED 404 206

College School Cooperation

Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.
34p. 1mf. L1 ED 403 443

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.
96p. 1mf. L2 ED 403 665

How It Works--Inside a School-College Collaboration. The Series on School Reform.
171p. 0mf. L3 ED 404 431

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.
11p. 1mf. L1 ED 404 308

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

College Science

How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.
114p. 0mf. L3 ED 404 125

College Second Language Programs

English Programs for Non-English Majors at Universities in Taiwan.
13p. 1mf. L1 ED 403 757

The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.
18p. 1mf. L1 ED 403 758

College Seniors

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

College Students

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

College Students' Assessment of Teaching by Television.
27p. 1mf. L1 ED 403 871

26p. 1mf. L1 ED 403 379

Corporate Support

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

Correlation

The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.
30p. 1mf. L1 ED 404 347

Cost Effectiveness

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

Counseling

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

Counseling for Empowerment.
283p. 3mf. L2 ED 403 513

Finding Your Way As a Counselor.
153p. 2mf. L2 ED 403 509

A Handbook for Developing Multicultural Awareness. Second Edition.
325p. 4mf. L2 ED 403 512

Counseling Psychology

Building and Managing Your Private Practice.
290p. 4mf. L2 ED 403 521

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Third-Party Payments. ACA Legal Series, Volume 9.
79p. 1mf. L2 ED 403 530

Counseling Techniques

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

Comprehensive Group Work: What It Means & How To Teach It.
310p. 4mf. L2 ED 403 524

Counseling Families with Chronic Illness. Family Psychology and Counseling Series.
112p. 2mf. L2 ED 403 518

Counseling for Empowerment.
283p. 3mf. L2 ED 403 513

Counseling for Racial Understanding.
132p. 2mf. L2 ED 403 515

Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.
360p. 4mf. L2 ED 403 516

Counseling Interracial Individuals and Families.
229p. 3mf. L2 ED 403 522

Counseling Single Parents.
248p. 3mf. L2 ED 403 517

Counseling toward Solutions: A Practical Solution-Focused

Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. 15mf. L1 ED 403 987

Death

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Debate

How To Debate. Revised Edition. (A Speak Out, Write On! Book).
128p. 0mf. L3 ED 403 626

Meeting the Needs of Returning Adult Students in Forensics.
8p. 1mf. L1 ED 403 608

Decentralization

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Decision Making

The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.
35p. 1mf. L2 ED 404 259

Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

High Involvement Work Teams.
26p. 1mf. L1 ED 403 470

The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.
38p. 1mf. L1 ED 404 196

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. 1mf. L1 ED 404 083

Whitewater River Accident Analysis.
10p. 1mf. L1 ED 404 089

Decision Making Skills

Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
7p. 1mf. L1 ED 404 071

Degrees (Academic)

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Delinquency

16p. 1mf. L1 ED 403 426

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."
11p. 1mf. L1 ED 403 442

A Third-Year Assessment of Tech Prep in Washington State.
94p. 1mf. L1 ED 403 402

Transfer of Training.
23p. 1mf. L1 ED 403 480

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
120p. 2mf. L1 ED 403 401

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Educational Administration

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.
29p. 1mf. L1 ED 403 638

Educational Assessment

Assessment and Realistic Mathematics Education.
303p. 0mf. L3 ED 404 182

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

Educational Assessment as Invitation for Dialogue.
34p. 1mf. L1 ED 403 622

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

Educational Attainment

I Am a Promise. The School Achievement of British African Caribbeans.
204p. 0mf. L3 ED 404 399

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-

305p. 0mf. L3 ED 404 006

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
16p. 1mf. L1 ED 404 167

Educational Trends

Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. 1mf. L1 ED 404 199

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
336p. 4mf. L2 ED 404 123

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 207

NAEP Primer.
110p. 2mf. L1 ED 404 374

Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."
11p. 1mf. L1 ED 403 442

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1931-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

Efficiency

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Electrical Systems

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
200p. 3mf. L2 ED 403 412

Power Line Technician. Second Edition. Module D. Instructor's

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

The Attitudes toward Mathematics Instrument.
19p. 1mf. L1 ED 404 165

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. 1mf. L1 ED 403 434

Evaluation Methods Sourcebook.
213p. 0mf. L3 ED 404 342

Evaluation Systems in HRD.
25p. 1mf. L1 ED 403 492

International Partnership in Educational Evaluation: The NEWLO Project.
21p. 1mf. L1 ED 404 345

Moving Ahead: Program Review & Evaluation As Tools for Growth.
9p. 1mf. L1 ED 404 072

On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.
15p. 1mf. L1 ED 404 358

Performance Improvement.
34p. 1mf. L1 ED 403 490

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

Evaluation Problems

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Evaluation Research

University Instruction in HRD.
25p. 1mf. L1 ED 403 489

Evaluation Utilization

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Evaluative Thinking

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. 1mf. L1 ED 404 083

Evidence (Legal)

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Evolution

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Excellence in Education

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

Gender Differences of Gifted and Talented Students on Mathematics Performance.
11p. 1mf. L1 ED 404 161

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Global Approach

Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.
142p. 2mf. L2 ED 404 287

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Global Education

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.
130p. 2mf. L1 ED 404 238

Global Education.
50p. 1mf. L1 ED 404 222

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

Global Warming

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Goal Orientation

Expertise in Organizations.
26p. 1mf. L1 ED 403 483

Governance

Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.
34p. 1mf. L1 ED 403 443

Governing Boards

New School Governance: The School Board and Its Future.
11p. 1mf. L1 ED 403 645

Government School Relationship

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. 1mf. L1 ED 403 879

Information Literacy

From Lab to Library: The Web's Effect on Teaching the Internet.
4p. 1mf. L1 ED 403 899

Supporting Digital Instructional Technology: The Role of the Academic Library.
18p. 1mf. L1 ED 403 914

Information Management

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

Customer Service in the Information Environment. Information Services Management Series.
144p. 0mf. L3 ED 403 909

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
36p. 1mf. L1 ED 403 836

Information Networks

Across All Borders: International Information Flows and Applications. Collected Papers.
420p. 0mf. L3 ED 403 903

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

Information Policy

The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.
36p. 1mf. L1 ED 403 895

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. 0mf. L3 ED 403 919

Information Retrieval

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Yahoo! Cataloging the Web.
10p. 1mf. L1 ED 403 886

Information Services

Customer Service in the Information Environment. Information Services Management Series.
144p. 0mf. L3 ED 403 909

Total Quality Management in Information Services. Information

26p. 1mf. L1 ED 404 330
Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.
228p. 0mf. L3 ED 403 568
Using Reflection/Review Journals in Japanese Classrooms.
13p. 1mf. L1 ED 403 778

Journalism Education

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582

Judaism

Leonard Bernstein: A Passion for Music. A JPS Young Biography.
74p. 1mf. L2 ED 404 285

Junior High School Students

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397
A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343
Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

Justice

Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Juvenile Courts

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

Juvenile Justice

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426
Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260
Teen Legal Rights: A Guide for the 90's.
256p. 0mf. L3 ED 403 503

Kindergarten

Helping Your Child Start School: A Practical Guide for Parents.
224p. 0mf. L3 ED 404 026

Knowledge Base for Teaching

Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.
562p. 0mf. L3 ED 403 621

Knowledge Representation

Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179
Prototype of a Procedural Knowledge Teaching Model.
26p. 1mf. L1 ED 404 189

Labor Force

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

Creating Support for Effective Literacy Education: Workshop Materials and Handouts.
260p. 0mf. L3 ED 403 539

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. 1mf. L1 ED 403 598

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Promoting Lifetime Literacy: What Can Be More Basic?
17p. 1mf. L1 ED 403 548

Teacher Portfolios: Literacy Artifacts and Themes.
181p. 0mf. L3 ED 403 570

Literacy Education

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. 1mf. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Early Literacy: The Empowerment of Technology.
178p. 0mf. L3 ED 404 040

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
326p. 4mf. L1 ED 403 783

Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.
346p. 0mf. L3 ED 403 784

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Workforce Issues.
31p. 1mf. L1 ED 403 473

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Literary Criticism

Writing Was Everything.
155p. 0mf. L3 ED 403 604

Literature

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Harrisburg Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 939

Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.
244p. 0mf. L3 ED 404 408

Literature Appreciation

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Long Range Planning

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Music Activities

The Classroom Teacher's Guide to Music Education.
174p. 0mf. L3 ED 404 195

Drama and Music: Creative Activities for Young Children.
180p. 2mf. L2 ED 404 270

Hagerstown Junior College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 938

A Kaleidoscope of Cultures and the Arts.
15p. 1mf. L1 ED 404 268

Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.
173p. 2mf. L2 ED 404 278

Music Education

Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
0p. 0mf. L3 ED 404 233

The Classroom Teacher's Guide to Music Education.
174p. 0mf. L3 ED 404 195

Constructivism and Arts Based Programs.
14p. 1mf. L1 ED 404 007

A Kaleidoscope of Cultures and the Arts.
15p. 1mf. L1 ED 404 268

Leonard Bernstein: A Passion for Music. A JPS Young Biography.
74p. 1mf. L2 ED 404 285

Musicians

Leonard Bernstein: A Passion for Music. A JPS Young Biography.
74p. 1mf. L2 ED 404 285

National Libraries

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

National Norms

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

National Programs

Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
48p. 1mf. L2 ED 403 387

National Surveys

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.

a Professional Development School Collaborative. A Work in Progress.
11p. 1mf. L1 ED 404 308

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Peer Influence

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Peer Relationship

Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.
21p. 1mf. L1 ED 404 346

Peer Teaching

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Expertise in Organizations.
26p. 1mf. L1 ED 403 483

Perception

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. 1mf. L1 ED 404 083

Performance

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Performance Based Assessment

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Performance Improvement.
34p. 1mf. L1 ED 403 490

Performance Factors

Constructive Feedback: A Key to Successful Teaching and Learning.
12p. 1mf. L1 ED 404 291

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Performance Technology

30p. 1mf. L1 ED 404 104
Psychological Patterns

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055
Psychological Testing

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525
Psychometrics

Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367
Psychomotor Skills

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682
Public Colleges

Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.
78p. 1mf. L1 ED 403 849
Facts and Figures. A Compendium of Statistics on Ontario Universities. Volume 4.
249p. 3mf. L2 ED 403 847
Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833
Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
211p. 3mf. L1 ED 403 830
Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. 3mf. L1 ED 403 859
Public Education

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632
Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413
The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657
A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.
263p. 3mf. L2 ED 403 790
Public Health

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670
Public Libraries

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

Rural Population

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. 1mf. L1 ED 403 609

Rural Schools

Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.
25p. 1mf. L1 ED 404 097

Rural Women

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Rural Youth

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Safety

Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
7p. 1mf. L1 ED 404 071

Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
11p. 1mf. L1 ED 404 074

Safety Education

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Sample Size

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

Sanctions

An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.
13p. 1mf. L1 ED 403 688

Satisfaction

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

Teachers? (Methodology and Findings).
16p. 1mf. L1 ED 403 554

Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.
101p. 2mf. L2 ED 404 281

Self Determination

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Self Disclosure (Individuals)

Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
19p. 1mf. L1 ED 403 997

Self Efficacy

Explaining Science Self-Efficacy.
13p. 1mf. L1 ED 404 133

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.
31p. 1mf. L1 ED 403 534

A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.
21p. 1mf. L1 ED 404 127

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355

Self-Monitoring as a Motivator during Instruction with Elementary School Students.
22p. 1mf. L1 ED 404 035

Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.
23p. 1mf. L1 ED 403 563

Self Esteem

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Self Evaluation (Groups)

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

Self Evaluation (Individuals)

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. 1mf. L1 ED 403 669

69p. 1mf. L1 ED 404 020

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Performance Standards Core Measures.
133p. 2mf. L1 ED 403 423

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. 1mf. L1 ED 403 426

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
43p. 1mf. L2 ED 403 628

State Standards

English Language Arts. Alabama Course of Study. Bulletin 1993, No. 37.
164p. 2mf. L1 ED 403 555

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

Standards and Assessment. IDRA Focus.
17p. 1mf. L1 ED 404 095

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

State Universities

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
97p. 2mf. L1 ED 403 844

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

Statewide Planning

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.
78p. 1mf. L1 ED 403 849

Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
11p. 1mf. L1 ED 403 646

Teacher Developed Materials

Canning Canned Conversations.
14p. 1mf. L1 ED 403 777

Teacher Education

Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.
52p. 1mf. L1 ED 404 356

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. 1mf. L1 ED 404 216

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Social Studies: Applications for a New Century.
235p. 0mf. L3 ED 404 243

Teacher Education Curriculum

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Philanthropy in Croatia: The Problems of Teaching.
27p. 1mf. L1 ED 404 324

Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.
15p. 1mf. L1 ED 404 300

Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.
291p. 4mf. L2 ED 404 328

Teacher Preparation through Cooperative Learning.
20p. 1mf. L1 ED 403 735

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

Teacher Education Programs

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. 1mf. L1 ED 404 304

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
80p. 1mf. L1 ED 404 311

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. 1mf. L1 ED 404 334

Prototype of a Procedural Knowledge Teaching Model.
26p. 1mf. L1 ED 404 189

Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.
161p. 2mf. L1 ED 404 303

Tools for Teaching with Technology: The WIU Approach for

Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Performance Improvement.
34p. 1mf. L1 ED 403 490

Practitioner States.
32p. 1mf. L1 ED 403 485

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Training Practices.
31p. 1mf. L1 ED 403 494

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Transfer of Training

Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.
19p. 1mf. L1 ED 403 774

Training Practices.
31p. 1mf. L1 ED 403 494

Transfer of Training.
23p. 1mf. L1 ED 403 480

University Instruction in HRD.
25p. 1mf. L1 ED 403 489

Transfer Programs

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

Transfer Students

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

Transitional Programs

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.
2[illegible]p. 1mf. L1 ED 404 015

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. 1mf. L1 ED 403 385

Secondary School Transition: Planning for Success.
7p. 1mf. L1 ED 403 705

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Trend Analysis

Baselines and Benchmarks: Indicators of Well-Being for Iowa

Work Ethic

Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404

Workforce Issues.
31p. 1mf. L1 ED 403 473

Work Experience

Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.
268p. 0mf. L3 ED 403 429

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Work Experience Programs

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. 2mf. L1 ED 403 650

Work Study Programs

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Workplace Literacy

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Employability Skills Center.
511p. 6mf. L1 ED 403 384

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Workstations

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

World History

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
14p. 1mf. L1 ED 404 193

World Problems

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General

10p. 1mf. L1 ED 404 400

Anthropology

Anthropological Materials Available from the Smithsonian Institution.
11p. 1mf. L1 ED 404 232

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. 1mf. L1 ED 403 712

Anxiety

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Apartheid

Fish Hoek Middle School: Issues of Education Reform in South Africa.
15p. 1mf. L1 ED 404 005

Archaeology

Anthropological Materials Available from the Smithsonian Institution.
11p. 1mf. L1 ED 404 232

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.
38p. 1mf. L1 ED 404 196

Architectural Education

Architecture. Intermediate ThemeWorks. An Integrated Activity Bank.
70p. 1mf. L2 ED 404 284

Architecture

Architecture. Intermediate ThemeWorks. An Integrated Activity Bank.
70p. 1mf. L2 ED 404 284

Art

Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.
37p. 1mf. L1 ED 403 599

Art Activities

Art Projects for Young Children.
146p. 2mf. L2 ED 404 271

Black River Technical College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 928

Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.
513p. 6mf. L2 ED 404 275

The Cost of Becoming an Outdoor Instructor.
6p. 1mf. L2 ED 404 045

Change

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
52p. 1mf. L1 ED 403 884

Change Agents

HRD Models in Europe.
18p. 1mf. L1 ED 403 469

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

Change Strategies

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Change Process in Organizations.
27p. 1mf. L1 ED 403 475

Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.
294p. 0mf. L3 ED 403 658

Successful Site-Based Management: A Practical Guide. Revised Edition.
202p. 3mf. L2 ED 403 666

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Characterization

Gender Representation in Children's Science Book Visuals: A Comparative Study.
11p. 1mf. L1 ED 404 192

The Great Acting Teachers and Their Methods.
223p. 0mf. L3 ED 403 607

Chemistry

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. 1mf. L1 ED 404 128

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.
31p. 1mf. L1 ED 404 131

College Students' Misconceptions of Environmental Issues Related to Global Warming.
14p. 1mf. L1 ED 404 162

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378

Outdoor Program Management Concepts for the 90's.
6p. 1mf. L1 ED 404 073

Performance Indicators of California Higher Education, 1995.
99p. 2mf. L1 ED 403 806

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. 1mf. L1 ED 404 355

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.
9p. 1mf. L1 ED 404 090

College Transfer Students

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Colleges

Integrated Postsecondary Education Data System, 1994. CD-ROM .
0p. 0mf. L3 ED 404 376

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

Collegiality

The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.
27p. 1mf. L1 ED 404 333

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

Program for Working with Students, Teachers, and Parents.
282p. 0mf. L3 ED 403 505

Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.
358p. 0mf. L3 ED 403 431

Partners in Play: An Adlerian Approach to Play Therapy.
228p. 3mf. L2 ED 403 520

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Counselor Attitudes

Finding Your Way As a Counselor.
153p. 2mf. L2 ED 403 509

Counselor Certification

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. 1mf. L2 ED 403 532

Counselor Characteristics

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

Counselor Client Relationship

Counseling Interracial Individuals and Families.
229p. 3mf. L2 ED 403 522

The Counselor and the Law. Fourth Edition.
157p. 2mf. L2 ED 403 527

The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.
65p. 1mf. L2 ED 403 508

Counselor Educators

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. 1mf. L2 ED 403 531

Counselor Qualifications

Competencies for Gerontological Counseling.
244p. 3mf. L2 ED 403 528

Counselor Role

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Finding Your Way As a Counselor.
153p. 2mf. L2 ED 403 509

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

Positive: HIV Affirmative Counseling.
294p. 4mf. L2 ED 403 529

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

Delivery Systems

Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.
58p. 1mf. L1 ED 403 714

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

Democracy

Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 266

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 264

Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 262

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 265

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.
178p. 0mf. L3 ED 403 657

Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 244

The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 267

What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 263

What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 261

Democratic Values

Democracy, Ethics and Program Planning.
7p. 1mf. L1 ED 403 448

14.
9p. 1mf. L1 ED 404 385

Educational Attitudes

Composition and Civic Education.
7p. 1mf. L1 ED 403 561
Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756
The Formalized Learning Style of Japanese Students.
12p. 1mf. L1 ED 403 755
An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Educational Background

Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.
39p. 1mf. L1 ED 404 108

Educational Benefits

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Educational Change

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054
Assessment and Realistic Mathematics Education.
303p. 0mf. L3 ED 404 182
Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
48p. 1mf. L2 ED 403 387
Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. 1mf. L1 ED 404 208
Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430
Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. 1mf. L1 ED 404 199
Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. 1mf. L1 ED 404 203
The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319
Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. 0mf. L3 ED 404 425
Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. 3mf. L2 ED 403 664
Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
142p. 0mf. L3 ED 404 185

Manual and Student Workbook.
124p. 2mf. L2 ED 403 413

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. 2mf. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Electricity

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Electronic Libraries

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. 1mf. L1 ED 403 897

Electronic Resources: Selection and Bibliographic Control.
252p. 0mf. L3 ED 403 917

Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.
7p. 1mf. L1 ED 403 900

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Electronic Mail

On-Campus E-Mail for Communicative Writing.
18p. 1mf. L1 ED 403 745

Electronic Publishing

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
17p. 1mf. L1 ED 403 571

Electronic Technicians

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
200p. 3mf. L2 ED 403 412

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
124p. 2mf. L2 ED 403 413

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

Exchange Programs

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

Expectation

College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.
34p. 1mf. L1 ED 403 785

Expenditure per Student

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Expenditures

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

Experiential Learning

Action Learning.
33p. 1mf. L1 ED 403 464

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

Contextual Learning Issues.
30p. 1mf. L1 ED 403 482

Inquiry at the Window: Pursuing the Wonders of Learners.
159p. 0mf. L3 ED 404 169

Integration and Assessment of Service Learning into the Curriculum.
21p. 1mf. L1 ED 403 855

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.
12p. 1mf. L1 ED 404 080

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. 1mf. L1 ED 404 083

Structured and Unstructured Learning.
26p. 1mf. L1 ED 403 486

Experiments

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
222p. 3mf. L1 ED 404 373

Expulsion

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

Grade 3

The New Basal Readers: What Levels of Comprehension Do They Promote?
12p. 1mf. L1 ED 403 546

Grades (Scholastic)

Correlates of College Students' Attitudes toward Grades.
10p. 1mf. L1 ED 403 845

Grading

Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.
106p. 2mf. L1 ED 403 863

Graduate Students

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Graduate Surveys

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.
42p. 1mf. L1 ED 403 817

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

Graduation

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Graduation Requirements

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

Services Management Series.
261p. 0mf. L3 ED 403 907

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Information Sources

Technical Services and the World Wide Web.
7p. 1mf. L1 ED 403 887

Information Storage

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Information Technology

Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
15p. 1mf. L1 ED 404 201

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.
192p. 0mf. L3 ED 403 905

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. 1mf. L1 ED 404 218

Using the Internet on a Business English Course.
8p. 1mf. L1 ED 403 743

Information Transfer

Across All Borders: International Information Flows and Applications. Collected Papers.
420p. 0mf. L3 ED 403 903

Information Utilization

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. 0mf. L3 ED 403 918

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

Injuries

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
0p. 0mf. L3 ED 403 990

Labor Force Development

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).	866p.	10mf.	L1	ED 403 461
Action Learning.	33p.	1mf.	L1	ED 403 464
American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.	25p.	1mf.	L1	ED 403 452
Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.	8p.	1mf.	L2	ED 403 425
Block Grant Funding: What It Means to Vocational-Technical Education.	7p.	1mf.	L2	ED 403 424
Change Process in Organizations.	27p.	1mf.	L1	ED 403 475
Core Directions in HRD.	32p.	1mf.	L1	ED 403 478
Cross-Cultural HRD.	24p.	1mf.	L1	ED 403 481
Evaluation Issues in HRD.	24p.	1mf.	L1	ED 403 465
Evaluation Systems in HRD.	25p.	1mf.	L1	ED 403 492
Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.	100p.	2mf.	L1	ED 403 857
High Involvement Work Teams.	26p.	1mf.	L1	ED 403 470
HRD & Business Outcomes.	29p.	1mf.	L1	ED 403 463
HRD Academic Programs.	26p.	1mf.	L1	ED 403 495
HRD in Selected Nations.	27p.	1mf.	L1	ED 403 467
HRD Integrity through Business-Research Partnerships. Keynote Presentation.	13p.	1mf.	L1	ED 403 497
HRD Journals.	20p.	1mf.	L1	ED 403 477
HRD Models in Europe.	18p.	1mf.	L1	ED 403 469
HRD Town Forum.	15p.	1mf.	L1	ED 403 462
Instructional Technology.	19p.	1mf.	L1	ED 403 471
Leadership and Management Development.	28p.	1mf.	L1	ED 403 487
Learning Organization.	20p.	1mf.	L1	ED 403 479
Learning Research.	30p.	1mf.	L1	ED 403 472
Orchestrating Work and Learning.	21p.	1mf.	L1	ED 403 468

California Postsecondary Education Commission Workplan, 1996 through 2000.
29p. 1mf. L1 ED 403 805

Plan of Work for the California Postsecondary Education Commission, 1992-93.
19p. 1mf. L1 ED 403 801

Recommendations for a Telecommunications-Based Delivery System.
115p. 2mf. L1 ED 403 793

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.
153p. 2mf. L2 ED 403 629

Low Achievement

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Low Income

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

Mainstreaming

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Majority Attitudes

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. 1mf. L1 ED 404 210

Majors (Students)

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

Malpractice

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533

248p. 3mf. L1 ED 404 370

Native Language Instruction

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
326p. 4mf. L1 ED 403 783

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
864p. 9mf. L1 ED 403 747

Natural Disasters

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Education for Reconstruction.
83p. 1mf. L1 ED 403 636

Natural Resources

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Navigation (Information Systems)

Navigation Maps in a Computer-Networked Hypertext Learning System.
24p. 1mf. L1 ED 403 882

Need Analysis (Student Financial Aid)

Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.
16p. 1mf. L1 ED 403 797

Needs Assessment

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

Training Practices.
31p. 1mf. L1 ED 403 494

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Negligence

An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.
7p. 1mf. L1 ED 404 079

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. 1mf. L1 ED 404 075

Evaluation Systems in HRD.
25p. 1mf. L1 ED 403 492

HRD Integrity through Business-Research Partnerships. Keynote Presentation.
13p. 1mf. L1 ED 403 497

Performance Improvement.
34p. 1mf. L1 ED 403 490

Practitioner States.
32p. 1mf. L1 ED 403 485

Team Building.
26p. 1mf. L1 ED 403 493

Periodicals

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711

Personal Autonomy

Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.
9p. 1mf. L2 ED 404 245

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Reader Autonomy: Language Learners Responding to Literary Texts.
17p. 1mf. L1 ED 403 779

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Personal Narratives

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.
9p. 1mf. L1 ED 403 544

The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.
186p. 0mf. L3 ED 404 021

Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.
232p. 0mf. L3 ED 403 537

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. 1mf. L2 ED 403 619

Leaders' Visions for the Future.
52p. 1mf. L1 ED 403 884

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

Public Opinion

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
52p. 1mf. L1 ED 403 884

Public Policy

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. 0mf. L3 ED 404 428

Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.
148p. 0mf. L3 ED 403 430

Land Access, Protection and Permits.
8p. 1mf. L1 ED 404 081

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

Public Relations

Establishing Curriculums through Effective Public Relations.
15p. 1mf. L1 ED 403 648

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

Public School Teachers

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299

Public Schools

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. 1mf. L1 ED 404 419

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

Making Progress: Education and Culture in New Times.
156p. 0mf. L3 ED 404 392

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Scaling

Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367

Scheduling

Foreign Language on the Block.
97p. 2mf. L1 ED 403 742

Scholarly Journals

HRD Journals.
20p. 1mf. L1 ED 403 477

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.
10p. 1mf. L1 ED 403 892

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
17p. 1mf. L1 ED 403 571

Status of HRD Research.
24p. 1mf. L1 ED 403 496

Scholarship

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.
9p. 1mf. L1 ED 403 544

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.
332p. 0mf. L3 ED 403 796

Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.
17p. 1mf. L1 ED 403 571

Scholarships

Perspectives from the Field: The Community College Transfer Opportunity Program.
8p. 1mf. L1 ED 403 966

School Accounting

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
64p. 1mf. L1 ED 403 808

School Activities

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

Self-Monitoring as a Motivator during Instruction with Elementary School Students.
22p. 1mf. L1 ED 404 035

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Self Expression

Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.
29p. 1mf. L2 ED 403 756

Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.
19p. 1mf. L1 ED 403 997

Self Management

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Self Motivation

Intrinsic Motivation and the Student with Learning Disabilities.
31p. 1mf. L1 ED 403 723

Semantics

Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
11p. 1mf. L1 ED 404 048

Seminars

University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 947

Sensory Experience

Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.
11p. 1mf. L1 ED 404 048

Sensory Integration

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

Service Learning

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

Integration and Assessment of Service Learning into the Curriculum.
21p. 1mf. L1 ED 403 855

Inviting Others To Take the Helm: Service-Learning and the Marginated Community.
35p. 1mf. L1 ED 403 625

California Postsecondary Education Commission Workplan, 1996 through 2000.
29p. 1mf. L1 ED 403 805

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Plan of Work for the California Postsecondary Education Commission, 1992-93.
19p. 1mf. L1 ED 403 801

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.
153p. 2mf. L2 ED 403 629

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. 2mf. L1 ED 403 875

Statistical Bias

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

Statistical Distributions

Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.
27p. 1mf. L1 ED 404 349

Statistical Surveys

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

Stereotypes

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. 1mf. L1 ED 404 432

The Big Bad Wolf and Stereotype and Bias in the Media.
11p. 1mf. L1 ED 403 613

Stopouts

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. 1mf. L1 ED 403 449

Story Grammar

Narrative Structures in the Stories of Immersion Pupils in Their Second Language.
11p. 1mf. L1 ED 403 772

Story Telling

Children's Story Retelling as a Predictor of Early Reading Achievement.
16p. 1mf. L1 ED 403 543

Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.
10p. 1mf. L1 ED 404 315

Teacher Effectiveness

Effective Science Teaching. Developing Science and Technology Education.
126p. 1mf. L3 ED 404 122

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.
16p. 1mf. L1 ED 404 341

Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
455p. 0mf. L3 ED 403 792

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. 1mf. L1 ED 404 087

Teacher Employment

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Teacher Empowerment

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.
48p. 1mf. L1 ED 404 332

Teacher Evaluation

Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.
28p. 1mf. L1 ED 404 331

Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.
23p. 1mf. L1 ED 404 316

Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
305p. 4mf. L1 ED 404 301

Children.
31p. 1mf. L1 ED 404 022

Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Tribally Controlled Education

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. 0mf. L3 ED 404 093

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. 1mf. L1 ED 404 064

Troubleshooting

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Tuition

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
97p. 2mf. L1 ED 403 844

Tutoring

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Twentieth Century Literature

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. 1mf. L1 ED 403 600

Twins

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

Two Year College Students

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. 1mf. L1 ED 404 218

World Wide Web

The Art and Science of Web Server Management.
8p. 1mf. L1 ED 403 891

Cooperative Web Development and Maintenance.
13p. 1mf. L1 ED 403 893

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Instruction on the Web: Authoring Tutorials in HTML.
12p. 1mf. L1 ED 403 898

Journals Online News: Dispersing Collection Management Information on the World Wide Web.
5p. 1mf. L1 ED 403 890

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.
10p. 1mf. L1 ED 403 896

Spinning a Web Search.
10p. 1mf. L1 ED 403 888

Technical Services and the World Wide Web.
7p. 1mf. L1 ED 403 887

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. 1mf. L1 ED 403 894

Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.
7p. 1mf. L1 ED 403 889

Yahoo! Cataloging the Web.
10p. 1mf. L1 ED 403 886

Writing (Composition)

The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.
16p. 1mf. L1 ED 403 557

School/College Partnership Philosophy.
8p. 1mf. L1 ED 403 562

Writing Ability

The Impact of KERA Writing Portfolios on First-Year College Writers.
16p. 1mf. L1 ED 403 576

Academy for Educational Development, Washington, DC. National Inst. for Work and Learning.

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.
53p. 1mf. L2 ED 403 421

Academy of Human Resource Development, Austin, TX.

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. 10mf. L1 ED 403 461

ACCESS ERIC, Rockville, MD.

How To Study for and Take College Tests.
6p. 1mf. L1 ED 404 378

Inclusion.
37p. 1mf. L1 ED 403 874

Adult Literacy and Basic Skills Unit, London (England).

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. 1mf. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. 1mf. L1 ED 403 380

Advocates for Children and Youth, Baltimore, MD.

Maryland 1994 KIDS COUNT Factbook.
157p. 2mf. L1 ED 404 031

Agenda for Children, New Orleans, LA.

Kids Count 1995 Data Book on Louisiana's Children.
190p. 2mf. L1 ED 404 011

Alabama State Dept. of Education, Montgomery.

English Language Arts. Alabama Course of Study. Bulletin 1993, No. 37.
164p. 2mf. L1 ED 403 555

Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.
208p. 3mf. L1 ED 403 498

Alaska State Council on the Arts, Anchorage.

Alaska Native Arts Education Survey.
30p. 1mf. L1 ED 404 230

The Economic Impact of the Arts in Alaska.
58p. 1mf. L2 ED 404 229

Alaska Univ., Anchorage. Inst. of Social and Economic Research.

Kids Count Alaska Data Book: 1996.
115p. 2mf. L1 ED 404 028

Alberta Dept. of Education, Edmonton.

Collin County Community Coll., Plano, TX.

Collin County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 934

Colorado Commission on Higher Education, Denver.

Access to Information Technology: A Statewide Vision for Colorado.
34p. 1mf. L1 ED 403 876

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. 1mf. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. 2mf. L1 ED 403 834

Colorado Univ., Denver.

High Achieving Classrooms for Minority Students: A Study of Three Teachers.
33p. 1mf. L1 ED 404 384

Columbia Univ., New York, NY. Esther A. and Joseph Klingenstein Center for Independent School Education.

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.
62p. 1mf. L1 ED 404 183

Commission for Racial Equality, London (England).

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. 1mf. L1 ED 404 391

Commission on Preservation and Access, Washington, DC.

Preservation Film: Platform for Digital Access Systems.
5p. 1mf. L1 ED 403 911

Commission on Religion in Appalachia, Washington, D.C.

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. 0mf. L3 ED 404 096

Computer Sciences Corp., Laurel, MD.

Resources in Education (RIE). Volume 32, Number 6.
p. 0mf. L2 ED 403 376

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578. 104th Congress, 2d Session.
254p. 3mf. L1 ED 403 716

International Reading Association, Newark, Del.

Portfolios in Teacher Education.
162p. 2mf. L1 ED 403 572

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. 5mf. L2 ED 404 053

Iowa Central Community College, Fort Dodge.

Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.
9p. 1mf. L1 ED 403 942

Iowa Kids Count Initiative, Des Moines.

Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.
31p. 1mf. L1 ED 404 022

Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

Infusing Transition into Individualized Education Programs.
49p. 1mf. L1 ED 403 718

Iowa Guidelines for Educationally Related Occupational Therapy Services.
40p. 1mf. L1 ED 403 719

Iowa Guidelines for Educationally Related Physical Therapy Services.
36p. 1mf. L1 ED 403 720

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education.

National K-12 Foreign Language Resource Center Evaluation Report.
110p. 2mf. L1 ED 403 746

Iowa Univ., Iowa City. School of Journalism.

The Full Palette Diversity Guide for High School Journalism.
75p. 1mf. L2 ED 403 582

Itawamba Community Coll., Fulton, MS.

Itawamba Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 943

Junior League of St. Paul, MN.

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
p. 0mf. L3 ED 403 990

Kansas Univ., Lawrence. Center for Research and Learning.

Voices about School Suspension, Expulsion, and Safety.
38p. 1mf. L1 ED 403 639

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.
54p. 1mf. L1 ED 403 418

National Outdoor Leadership School, Lander, WY.

Psychological Factors in Wilderness Rescue.
23p. 1mf. L1 ED 404 055

National Reading Research Center, Athens, GA.

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

National Reading Research Center, College Park, MD.

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. 1mf. L1 ED 403 551

Literacy in Transition: Home and School Influences. Reading Research Report No. 62.
37p. 1mf. L1 ED 403 540

National Research Center on Education in the Inner Cities, Philadelphia, PA.

Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.
47p. 1mf. L1 ED 404 386

Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.
9p. 1mf. L1 ED 404 385

National Research Center on English Learning and Achievement, Albany, NY.

Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.
64p. 1mf. L1 ED 403 584

Literacy Acquisition through Literature. Report Series 7.11.
16p. 1mf. L1 ED 403 587

Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.
36p. 1mf. L1 ED 403 586

Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.
66p. 1mf. L1 ED 403 585

National Science Foundation, Arlington, VA.

United States Catholic Conference, Washington, D.C.

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.
270p. 0mf. L3 ED 404 393

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. 0mf. L3 ED 404 394

University of North Florida, Jacksonville.

Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.
28p. 1mf. L1 ED 404 302

Valencia Community Coll., Orlando, Fla.

Valencia Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 962

Vanier Inst. of the Family, Ottawa (Ontario).

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. 1mf. L2 ED 403 999

Virginia Beach City Public Schools, Va.

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.
16p. 1mf. L1 ED 404 341

Virginia Univ., Charlottesville.

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. 1mf. L1 ED 404 340

Voices for Illinois Children, Chicago.

Voices for Illinois Children, 1996-1997.
53p. 1mf. L1 ED 404 002

Washington Univ., Seattle. Center for Educational Renewal.

School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.
27p. 0mf. L3 ED 404 305

Washington Univ., Seattle. Experimental Educational Unit.

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. 4mf. L1 ED 403 695

Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.
305p. 4mf. L1 ED 404 301

Alberta Dept. of Education, Edmonton. Curriculum Branch.

Biology 20-30: Background, Exemplars and Resources.
156p. 2mf. L1 ED 404 138

Chemistry 20-30: Background, Exemplars and Resources.
108p. 2mf. L1 ED 404 137

Physics 20-30 Background, Exemplars and Resources.
141p. 2mf. L1 ED 404 140

Science 20-30: Background, Exemplars and Resources.
195p. 3mf. L1 ED 404 139

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.
104p. 2mf. L1 ED 404 236

Alberta Dept. of Education, Edmonton. Language Services Branch.

Enseignement des Sciences STS: Pour unifier les buts de l'enseignement des sciences. (STS Sciences Education: Unifying the Goals of Science Education).
64p. 1mf. L1 ED 404 099

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).
143p. 2mf. L1 ED 403 535

Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).
864p. 9mf. L1 ED 403 747

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. 2mf. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. 3mf. L1 ED 403 765

Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).
88p. 1mf. L1 ED 404 116

American Association of Community Colleges, Washington, DC.

National Conference on American Pluralism and Identity Program

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Children and Gun Violence. Hearings on S. 1087, a Bill To Amend Title 18, United States Code, To Prohibit the Possession of a Handgun or Ammunition by, or the Private Transfer of a Handgun or Ammunition to, a Juvenile, before the Subcommittee on JuvenileJustice of the Committee on the Judiciary. United States Senate, 103rd Congress, First Session.
199p. 3mf. L1 ED 403 501

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary.United States Senate, One Hundred Third Congress, Second Session.
127p. 2mf. L1 ED 403 507

Connecticut State Dept. of Education, Hartford.

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Connecticut State Dept. on Aging, Hartford.

A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .
68p. 1mf. L1 ED 403 499

Connecticut Univ. Health Center, Farmington.

Community Inclusion Outreach Training Project. Final Report.
970p. 11mf. L1 ED 403 707

Consortium for Policy Research in Education, Philadelphia, PA.

A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.
126p. 2mf. L1 ED 404 417

Consortium of National Arts Education Associations.

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. 1mf. L2 ED 404 226

Cornell Univ., Ithaca, N.Y.

A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.
131p. 2mf. L1 ED 403 910

Corporation for National Service, Washington, DC.

Learn and Serve America. Higher Education Program Descriptions, 1996.
48p. 1mf. L1 ED 403 861

Corporation for National Service.

Guides to Developing Service-Learning Programs.
67p. 1mf. L1 ED 404 257

Kellogg Foundation, Battle Creek, Mich.

Celebrations & Challenges: A Report on Science Education Improvement.
78p. 1mf. L1 ED 404 188

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

Kentucky Kids Count Consortium.

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Kentucky Youth Advocates, Inc., Louisville.

County Data Book 1995: Kentucky Kids Count.
263p. 3mf. L1 ED 403 993

Kirkwood Community Coll., Cedar Rapids, Iowa.

Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 944

Lac Courte Oreilles Ojibwa Community College, Hayward, WI.

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056

Lake County Coll., Grayslake, Ill.

Controlling School Anxiety: A Practical Guide for Counselors and Teachers.
94p. 1mf. L1 ED 403 500

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Lakeland Community Coll., Mentor, Ohio.

Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.
9p. 1mf. L1 ED 403 945

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Language Inst. of Japan, Odawara.

Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.
154p. 2mf. L1 ED 404 187

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. 1mf. L1 ED 404 168

National Science Foundation, Washington, D.C.

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. 1mf. L1 ED 404 104

National Science Foundation, Washington, DC. Directorate for Education and Human Resources.

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.
95p. 1mf. L1 ED 404 158

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. 1mf. L1 ED 403 506

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

Faculty Workload Report, Fall 1996.
15p. 1mf. L1 ED 403 963

University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
21p. 1mf. L1 ED 403 964

University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.
49p. 1mf. L1 ED 403 965

New Jersey Mathematics Coalition, New Brunswick.

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

New Jersey State Dept. of Education, Trenton.

New Jersey Mathematics Curriculum Framework.
679p. 8mf. L1 ED 404 181

New Mexico Commission on Higher Education.

Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.
78p. 1mf. L1 ED 403 849

Condition of Higher Education in New Mexico, 1995.

Wayne State Univ., Detroit, MI. Developmental Disabilities Inst.

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. 1mf. L1 ED 403 713

Westat, Inc., Rockville, MD.

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. 1mf. L1 ED 404 363

Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.
75p. 1mf. L1 ED 404 299

Western Illinois Univ., Macomb. Coll. of Education.

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. 5mf. L1 ED 404 307

Western Washington Univ., Bellingham. National Rural Development Inst.

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. 2mf. L1 ED 404 066

Wheeling Community Consolidated School District 21, Ill.

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

Wildlife Conservation Society, Bronx, NY.

Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.
40p. 0mf. L3 ED 404 155

William and Flora Hewlett Foundation, Palo Alto, Calif.

Community and the Politics of Place.
160p. 0mf. L3 ED 404 057

William Carey Coll., Hattiesburg, MS.

Assessing Needs of Graduate Students at William Carey College.
18p. 1mf. L1 ED 403 794

Windward Oahu School District, Kailu, HI.

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. 1mf. L1 ED 404 054

Wisconsin State Dept. of Public Instruction, Madison.

Family, Food, and Society: A Teacher's Guide.
294p. 4mf. L1 ED 404 269

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. 2mf. L1 ED 403 875

Book (New Orleans, Louisiana, January 18-19, 1997).
233p. 3mf. L1 ED 403 924

American Association on Mental Retardation, Washington, DC.

Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.
47p. 0mf. L3 ED 403 699

Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.
37p. 0mf. L3 ED 403 701

How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.
51p. 1mf. L1 ED 403 697

Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.
31p. 0mf. L3 ED 403 700

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. 0mf. L3 ED 403 698

Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.
51p. 0mf. L3 ED 403 703

Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.
36p. 0mf. L3 ED 403 696

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. 0mf. L3 ED 403 702

American Coll. Testing Program, Iowa City, Iowa.

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. 1mf. L1 ED 403 592

American Council on Education, Washington, D.C.

Using Financial Information in Continuing Education. Accepted Methods and New Approaches.
309p. 0mf. L3 ED 403 395

American Counseling Association, Alexandria, VA.

ACA Ethical Standards Casebook. Fifth Edition.
329p. 4mf. L2 ED 403 526

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. 5mf. L2 ED 403 525

Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.
106p. 2mf. L2 ED 403 533

Building and Managing Your Private Practice.

Council for Cultural Cooperation, Strasbourg (France).

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. 1mf. L2 ED 404 320

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. 1mf. L2 ED 404 319

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).
91p. 1mf. L1 ED 403 660

Council for Exceptional Children, Reston, Va.

Disruption, Disaster, and Death: Helping Students Deal with Crises.
121p. 2mf. L1 ED 403 709

Council of Independent Colleges, Washington, D.C.

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. 1mf. L2 ED 403 826

Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.
171p. 2mf. L2 ED 403 825

Council of Ontario Universities, Toronto.

Facts and Figures. A Compendium of Statistics on Ontario Universities. Volume 4.
249p. 3mf. L2 ED 403 847

The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.
31p. 1mf. L2 ED 403 848

Council on Library Resources, Inc., Washington, D.C.

Public Libraries, Communities, and Technology: Twelve Case Studies.
126p. 2mf. L1 ED 403 912

Cumberland County Coll., Vineland, N.J.

Cumberland County College, AACC Progress Report.
7p. 1mf. L1 ED 403 935

Dade County Public Schools, Miami, Fla.

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
126p. 2mf. L1 ED 403 680

The Caregiving Environment: Planning an Effective Program. A

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. 1mf. L1 ED 403 733

Laval Univ., Quebec (Quebec). International Center for Research on Language Planning.

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. 2mf. L1 ED 403 750

Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.
439p. 5mf. L1 ED 403 759

Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.
145p. 2mf. L1 ED 403 748

Learning Enrichment, Inc., Williamsburg, VA.

Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.
14p. 1mf. L1 ED 404 193

Lee Coll., Baytown, Tex.

Lee College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 946

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. 1mf. L1 ED 403 922

Regional and Subregional Libraries for the Blind and Physically Handicapped.
34p. 1mf. L1 ED 403 923

Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.

Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.
48p. 1mf. L1 ED 403 975

Fall 1996 Student Profile Based upon Fourth Week Census Data.
6p. 1mf. L1 ED 403 974

Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
141p. 2mf. L1 ED 403 970

Measures of Progress: 1995 Project Follow-Up, Cosumnes River

57p. 1mf. L1 ED 403 831

New Mexico Univ., Albuquerque. Health Sciences Center.

Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.
98p. 2mf. L1 ED 403 706

New York Folklore Society, Newfield.

Folk Arts in Education.
128p. 2mf. L2 ED 404 227

The New Nomads: Art Life, and Lore of Migrant Workers in New York State.
189p. 2mf. L2 ED 404 228

New York Univ., N.Y.

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. 1mf. L1 ED 403 852

New Zealand Council for Educational Research, Wellington.

Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.
39p. 1mf. L1 ED 404 013

North American Association for Celtic Language Teachers.

Journal of Celtic Language Learning, Volume 2.
90p. 1mf. L1 ED 403 760

North Carolina Cooperative Extension Service, Raleigh.

Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.
9p. 1mf. L1 ED 403 989

North Carolina State Dept. of Public Instruction, Raleigh.

Foreign Language on the Block.
97p. 2mf. L1 ED 403 742

North Central Regional Center for Rural Development, Ames, Iowa.

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. 1mf. L2 ED 404 052

North Central Regional Educational Lab., Oak Brook, IL.

Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.
41p. 1mf. L1 ED 404 335

North Dakota Univ. System, Bismarck.

Fall 1996 Enrollment, North Dakota Institutions of Higher Education.
62p. 1mf. L1 ED 403 798

Wisconsin Univ., Madison. Inst. for Environmental Studies.

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. 1mf. L1 ED 404 056

Women's Educational Media, San Francisco, CA.

It's Elementary. Talking about Gay Issues. Videotape.
p. 0mf. L3 ED 404 318

Wyoming Univ., Laramie.

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
145p. 2mf. L1 ED 403 829

	290p.	4mf.	L2	ED 403 521
Career and Life Planning with Gay, Lesbian, and Bisexual Persons.	205p.	3mf.	L2	ED 403 523
Competencies for Gerontological Counseling.	244p.	3mf.	L2	ED 403 528
Comprehensive Group Work: What It Means & How To Teach It.	310p.	4mf.	L2	ED 403 524
Counseling Families with Chronic Illness. Family Psychology and Counseling Series.	112p.	2mf.	L2	ED 403 518
Counseling for Empowerment.	283p.	3mf.	L2	ED 403 513
Counseling for Racial Understanding.	132p.	2mf.	L2	ED 403 515
Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.	360p.	4mf.	L2	ED 403 516
Counseling Interracial Individuals and Families.	229p.	3mf.	L2	ED 403 522
Counseling Single Parents.	248p.	3mf.	L2	ED 403 517
The Counselor and the Law. Fourth Edition.	157p.	2mf.	L2	ED 403 527
The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.	65p.	1mf.	L2	ED 403 508
Finding Your Way As a Counselor.	153p.	2mf.	L2	ED 403 509
A Handbook for Developing Multicultural Awareness. Second Edition.	325p.	4mf.	L2	ED 403 512
Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.	94p.	1mf.	L2	ED 403 531
Legal Issues in Licensure. ACA Legal Series, Volume 11.	73p.	1mf.	L2	ED 403 532
Multicultural Counseling in Schools: A Synergetic Approach.	333p.	4mf.	L2	ED 403 510
Partners in Play: An Adlerian Approach to Play Therapy.	228p.	3mf.	L2	ED 403 520
Positive: HIV Affirmative Counseling.	294p.	4mf.	L2	ED 403 529
Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.	135p.	2mf.	L2	ED 403 511
Third-Party Payments. ACA Legal Series, Volume 9.	79p.	1mf.	L2	ED 403 530

Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.
123p. 2mf. L1 ED 403 674

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
165p. 2mf. L1 ED 403 683

A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
46p. 1mf. L1 ED 403 673

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of

College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
93p. 1mf. L1 ED 403 971

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. 3mf. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. 2mf. L1 ED 403 972

Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.
6p. 1mf. L1 ED 403 967

A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.
18p. 1mf. L1 ED 403 973

Student Transfers to the California State University and University of California: 1995 Report.
12p. 1mf. L1 ED 403 968

Louisiana State Library, Baton Rouge.

Go For the Gold...Read! Louisiana Summer Reading Program, 1996.
270p. 3mf. L1 ED 403 913

Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.
8p. 1mf. L1 ED 403 915

Lund Univ. (Sweden). Cognitive Science Research.

Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.
40p. 1mf. L1 ED 404 351

Lund Univ. (Sweden). Malmo School of Education.

Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.
14p. 1mf. L1 ED 404 242

Maine State Dept. of Education, Augusta.

Leading the Way on Controversial Issues.
40p. 1mf. L1 ED 403 502

Maryland State Health and Higher Educational Facilities Authority, Baltimore.

The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.
19p. 1mf. L1 ED 403 839

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. 1mf. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. 1mf. L1 ED 403 800

Northampton Community Coll., Bethlehem, PA.

Northampton Community College, Exploring America's Communities. Progress Report.
11p. 1mf. L1 ED 403 952

Northern Illinois Univ., De Kalb.

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. 2mf. L1 ED 403 650

A Third-Year Assessment of Tech Prep in Washington State.
94p. 1mf. L1 ED 403 402

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. 1mf. L1 ED 403 399

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. 3mf. L1 ED 403 400

Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.
120p. 2mf. L1 ED 403 401

Northwest Tri-County Intermediate Unit, Edinboro, Pa.

Adult Education School-to-Work Project. Final Report.
287p. 3mf. L1 ED 403 396

Nova Southeastern Univ., Fort Lauderdale, FL.

Distance Education at Nova Southeastern University. Research and Planning Report 96-20.
53p. 1mf. L1 ED 403 822

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.
94p. 1mf. L1 ED 403 815

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.

Transcultural Counseling: Bilateral and International Perspectives.
360p. 4mf. L2 ED 403 514

Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.
151p. 2mf. L2 ED 403 519

American Education Finance Association.

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. 0mf. L3 ED 403 659

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.
4p. 1mf. L1 ED 404 404

Teachers' Sense of Community: How Do Public and Private School Compare?
3p. 1mf. L1 ED 404 337

American Institutes for Research, Washington, DC.

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

American Library Association Video/Library Video Network, Towson, MD.

Differences Make Us Stronger. Diversity in the Library. Videotape.
p. 0mf. L3 ED 403 902

Find It All at the Library! An Introduction to the Library for Children. Videotape.
p. 0mf. L3 ED 403 901

American Library Association, Chicago, Ill.

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. 0mf. L3 ED 403 920

American Society for Training and Development, Alexandria, VA.

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. 1mf. L1 ED 403 379

American Vocational Association, Alexandria, VA.

Block Grant Funding: What It Means to Vocational-Technical Education.
7p. 1mf. L2 ED 403 424

AMS Planning & Research Corp., Fairfield, CT.

Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
28p. 1mf. L1 ED 403 687

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Danville Area Community Coll., IL.

Danville Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 936

Department of Education, Washington, DC.

Building Bridges: The Mission & Principles of Professional Development.
5p. 1mf. L1 ED 404 322

Department of Education, Washington, DC. Office of Nonpublic Education.

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. 2mf. L1 ED 403 661

Department of Justice, Washington, D.C. National Inst. of Justice.

Beacons of Hope: New York City's School-Based Community Centers. Program Focus.
17p. 1mf. L1 ED 404 402

Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.
4p. 1mf. L1 ED 404 420

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.
6p. 1mf. L1 ED 404 421

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426

Dependents Schools (DOD), Washington, DC. Pacific Region.

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
30p. 1mf. L1 ED 403 840

Maryland Univ., College Park. Counseling Center.

The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.
24p. 1mf. L1 ED 403 842

Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.

The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.
84p. 1mf. L1 ED 403 726

McGill Univ., Montreal (Quebec). Faculty of Education.

Values, Technology, and Social Studies.
15p. 1mf. L1 ED 404 286

Media Action Council of Indiana, Indianapolis.

Introduction to Media Literacy Education and Media Literacy Education Bibliography.
23p. 1mf. L1 ED 403 611

Picture What Women Do: An Inquiry Learning Example.
12p. 1mf. L1 ED 403 612

Memphis State Univ., TN. Center for Research in Educational Policy.

A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.
38p. 1mf. L1 ED 404 293

Metropolitan Community Colleges of Kansas City, Mo.

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 948

Michigan Library, Lansing.

Directory of Michigan Libraries, 1996-97.
161p. 2mf. L1 ED 403 885

Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. 1mf. L1 ED 403 824

Michigan Univ., Ann Arbor. School of Natural Resources.

EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.
336p. 4mf. L2 ED 404 123

42p. 1mf. L1 ED 403 817

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.
58p. 1mf. L1 ED 403 819

The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.
40p. 1mf. L1 ED 403 820

The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.
31p. 1mf. L1 ED 403 814

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. 1mf. L1 ED 403 812

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.
73p. 1mf. L1 ED 403 816

Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.
16p. 1mf. L1 ED 403 821

Status Report on Institutional Effectiveness, 1993-1994.
226p. 3mf. L1 ED 403 813

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. 1mf. L1 ED 403 818

Nunez Community Coll., Chalmette, LA.

Nunez Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 953

Office of Educational Research and Improvement (ED), Washington, DC.

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. 2mf. L1 ED 404 379

Office of Elementary and Secondary Education (ED), Washington, DC.

Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.
145p. 2mf. L1 ED 404 426

Office of Vocational and Adult Education (ED), Washington, DC.

Performance Standards Core Measures.

A Practical Guide to Arts Participation Research. Research Division Report #30.
96p. 1mf. L1 ED 404 283

Anoka Ramsey Community Coll., Coon Rapids, MN.

Anoka Ramsey Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 925

Appalachia Educational Lab., Charleston, W. Va.

Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.
33p. 1mf. L1 ED 404 063

Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.
28p. 1mf. L1 ED 404 046

Arc, Arlington, TX.

The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.
321p. 4mf. L1 ED 403 727

Archaeological Inst. of America, Boston, MA.

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.
114p. 2mf. L2 ED 404 276

Archaeology on Film. Second Edition.
122p. 2mf. L2 ED 404 277

Arkansas Univ., Hot Springs. Arkansas Research & Training Center in Vocational Rehabilitation.

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. 2mf. L1 ED 403 693

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. 1mf. L1 ED 403 692

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. 1mf. L1 ED 403 691

Arts Partners, New York, NY.

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
116p. 0mf. L3 ED 404 231

Association for Institutional Research.

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. 2mf. L1 ED 404 110

Eastern New Mexico Univ., Portales. Assessment Resource Office.

DATAWave. Volume 3, Numbers 1-7.
32p. 1mf. L2 ED 404 344

Ecology Center of Ann Arbor, MI.

Gee-Wow! Adventures in Water Education. Second Edition.
120p. 2mf. L1 ED 404 124

Ecumenical Program on Central America and the Caribbean, Washington, DC.

Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.
179p. 2mf. L1 ED 404 256

Education and Training Corp., Staunton, VA.

Gender Differences in Attitude toward Science.
24p. 1mf. L1 ED 404 132

Educational Communication Center, Camp Hill, Pa.

The Journal of Educational Relations, 1996.
160p. 2mf. L1 ED 404 029

Educational Resources Information Center (ED), Washington, DC.

Inclusion.
37p. 1mf. L1 ED 403 874

Resources in Education (RIE). Volume 32, Number 6.
p. 0mf. L2 ED 403 376

Educational Testing Service, Princeton, N.J.

The NAEP 1994 Technical Report.
1032p. 11mf. L1 ED 404 377

English National Board for Nursing, Midwifery and Health Visiting, London.

The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.
533p. 6mf. L2 ED 403 386

ERIC Clearinghouse on Higher Education, Washington, D.C.

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Mid-Continent Regional Educational Lab., Aurora, CO.

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. 1mf. L1 ED 404 112

Middlesex Univ., London (England).

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
85p. 1mf. L2 ED 404 224

Minnesota House of Representatives, St. Paul. Research Dept.

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. 1mf. L1 ED 404 309

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. 1mf. L1 ED 403 651

The State's High School Graduation Rule. House Research Information Brief.
9p. 1mf. L1 ED 403 652

Minnesota State Legislature, St. Paul.

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. 1mf. L1 ED 403 981

Minnesota Univ., Minneapolis. Inst. on Community Integration.

School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.
24p. 1mf. L1 ED 403 458

Minnesota Univ., St. Paul. National Information Center for Service-Learning.

Civics, Social Studies, and Service Topic Bibliography.
15p. 1mf. L1 ED 404 255

Minot State Univ., ND.

Student Appraisal of Library Services. Survey Results.
177p. 2mf. L1 ED 403 904

Mississippi Gulf Coast Community Coll., Jackson.

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 949

Missouri State Board of Education, Jefferson City.

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
80p. 1mf. L1 ED 404 311

Missouri State Coordinating Board for Higher Education, Jefferson City.

133p. 2mf. L1 ED 403 423

Ohio Board of Regents, Columbus.

Higher Education Urban Community Service: From Periphery to Core?
27p. 1mf. L1 ED 403 795

Ohio State Univ., Columbus. Center for Labor Research.

The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.
23p. 1mf. L1 ED 403 409

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Needs Assessment on Integration of Academic and Vocational Learning.
66p. 1mf. L1 ED 403 450

Workplace Literacy Teacher Training: Strategies for Instruction.
130p. 2mf. L1 ED 403 391

Workplace Literacy Teacher Training: Strategies for Program Implementation.
168p. 2mf. L1 ED 403 392

Workplace Literacy Teacher Training: The Context.
113p. 2mf. L1 ED 403 389

Workplace Literacy Teacher Training: The Foundations.
145p. 2mf. L1 ED 403 390

Ohio State Univ., Columbus. Mershon Center.

Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.
12p. 1mf. L1 ED 404 197

Oklahoma Inst. for Child Advocacy, Inc., Oklahoma City. Oklahoma Kids Count.

Oklahoma Kids Count Factbook '96.
147p. 2mf. L1 ED 403 994

Oklahoma State Dept. of Education, Oklahoma City. Indian Education Section.

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. 1mf. L1 ED 404 047

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.
72p. 1mf. L2 ED 403 410

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. 5mf. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's

Association for Supervision and Curriculum Development, Alexandria, VA.

Cognitive Type Theory & Learning Style, A Teacher's Guide.
119p. 2mf. L2 ED 404 329

Association for the Study of Higher Education.

Higher Education: Handbook of Theory and Research, Volume XII.
488p. 0mf. L3 ED 403 851

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Association of Outdoor Recreation and Education, Boulder, CO.

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

AT&T Communications, Inc., New York, NY.

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Atlanta Community Coll., GA.

Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
6p. 1mf. L1 ED 403 926

Austin Independent School District, TX. Dept. of Performance Audit and Evaluation.

Title I Best Practices Review 1995-96. Publication 95.06.
47p. 1mf. L1 ED 404 350

Australasian Science Education Research Association, Victoria (Australia).

Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).
369p. 4mf. L1 ED 404 151

Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).
402p. 5mf. L1 ED 404 152

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).
364p. 4mf. L1 ED 404 101

Decision Making in the Language Arts. ERIC Digest.
3p. 1mf. L1 ED 403 601

ERIC Processing and Reference Facility, Laurel, MD.

Resources in Education (RIE). Volume 32, Number 6.
p. 0mf. L2 ED 403 376

ETR Associates, Santa Cruz, CA.

Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.
78p. 1mf. L2 ED 404 298

Actions for Health: Grade 4. Contemporary Health Series.
419p. 5mf. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. 5mf. L2 ED 404 296

Actions for Health: Grade 6. Contemporary Health Series.
438p. 5mf. L2 ED 404 297

Actions for Health: Kindergarten. Contemporary Health Series.
346p. 4mf. L2 ED 404 294

Family Connection, Atlanta, GA.

Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.
69p. 1mf. L1 ED 404 020

Federal Reserve Bank of Chicago, IL.

Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.
51p. 1mf. L1 ED 404 250

Finance Project, Washington, DC.

Building Strong Communities: Crafting a Legislative Foundation.
106p. 2mf. L1 ED 404 009

Fitchburg State Coll., Mass.

Parent 'N' Me: Parent-Infant Guidance Class.
26p. 1mf. L1 ED 403 977

Florida Educational Research and Development Council, Inc., Sanibel.

The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.
96p. 1mf. L1 ED 404 105

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.
325p. 4mf. L1 ED 403 724

Florida State Mental Health Inst., Tampa.

Recommendations for a Telecommunications-Based Delivery System.
115p. 2mf. L1 ED 403 793

Monroe Community Coll., Rochester, N.Y.

Monroe Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 950

Monroe County School District, Key West, FL.

Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.
126p. 2mf. L1 ED 403 680

The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.
144p. 2mf. L1 ED 403 679

The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.
132p. 2mf. L1 ED 403 676

Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.
97p. 2mf. L1 ED 403 677

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.
103p. 2mf. L1 ED 403 681

Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.
123p. 2mf. L1 ED 403 674

Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.
103p. 2mf. L1 ED 403 686

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. 2mf. L1 ED 403 678

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. 2mf. L1 ED 403 672

Manual and Student Workbook.
200p. 3mf. L2 ED 403 412

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
124p. 2mf. L2 ED 403 413

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. 2mf. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. 2mf. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. 1mf. L2 ED 403 416

Oregon State Dept. of Human Resources, Salem.

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. 1mf. L1 ED 403 978

Oregon Univ., Eugene. Center on Human Development.

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.
484p. 0mf. L3 ED 403 729

AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.
284p. 0mf. L3 ED 403 731

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.
342p. 0mf. L3 ED 403 728

AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.
379p. 0mf. L3 ED 403 730

Overseas Development Administration, London (England).

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. 2mf. L1 ED 403 406

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. 1mf. L1 ED 403 407

Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.
98p. 2mf. L1 ED 403 408

Oxford Univ. (England). Dept. of Educational Studies.

Education for Reconstruction.
83p. 1mf. L1 ED 403 636

Peace Corps, Niamey (Niger).

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
437p. 5mf. L1 ED 404 150

Australian Council for Educational Research, Melbourne.

Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.
237p. 0mf. L3 ED 404 174

Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.

Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.
17p. 1mf. L2 ED 403 736

Australian Education Council, Canberra.

Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.
127p. 0mf. L3 ED 404 149

Australian National Training Authority, Brisbane.

Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.
48p. 1mf. L2 ED 403 387

Bendle Public Schools, Burton, MI.

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

Benton Foundation, Washington, DC.

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
52p. 1mf. L1 ED 403 884

Bergen Community Coll., Paramus, N.J.

Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.
8p. 1mf. L1 ED 403 927

Bernard Van Leer Foundation, The Hague (Netherlands).

Programa Actual 1991 (Current Programme 1991).
88p. 1mf. L1 ED 403 976

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. 1mf. L1 ED 404 023

Biological Sciences Curriculum Study, Colorado Springs.

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Florida Univ., Gainesville. Dept. of Pediatrics.

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Florida Univ., Gainesville. Dept. of Special Education.

Diagnosis and Remediation of Handwriting Errors. Monograph #22.
38p. 1mf. L1 ED 403 671

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. 1mf. L1 ED 403 394

Forest Service, St. Paul, MN. North Central Experiment Station.

Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.
175p. 2mf. L1 ED 404 156

Foundation for Exceptional Innovations, Ann Arbor, MI.

Social Skills Instruction: A Collaborative Approach.
280p. 3mf. L2 ED 403 694

Foundation for State Legislatures.

Principles of a Sound State School Finance System.
31p. 1mf. L2 ED 403 634

French Inst. for Research and Educational Documentation, Neuchatel (Switzerland).

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. 1mf. L1 ED 403 767

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. 1mf. L1 ED 403 768

Fresno City Coll., Calif.

Fresno City College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 937

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 9.
133p. 2mf. L1 ED 403 682

Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.
165p. 2mf. L1 ED 403 683

A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
46p. 1mf. L1 ED 403 673

Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.
150p. 2mf. L1 ED 403 675

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. 2mf. L1 ED 403 685

Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
28p. 1mf. L1 ED 403 687

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. 1mf. L1 ED 403 684

Montana State Univ., Bozeman. Cooperative Extension Service.

Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.
191p. 2mf. L2 ED 403 397

Motlow State Community Coll., Tullahoma, TN.

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
7p. 1mf. L1 ED 403 951

Mountain States Group, Boise, ID.

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

MPR Associates, Berkeley, CA.

Fitting the Pieces: Education Reform That Works. Studies of Education Reform.
51p. 1mf. L1 ED 403 662

National Academy of Sciences - National Research Council, Washington, DC. Board on Children and Families.

Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.
101p. 2mf. L1 ED 403 752

Pelavin Research Inst., Washington, DC.

International Education Indicators: A Time Series Perspective.
129p. 2mf. L1 ED 404 365

Pennsylvania State Dept. of Environmental Resources, Harrisburg.

Recycling Lesson Plans.
24p. 1mf. L1 ED 404 118

Peter F. Drucker Foundation for Nonprofit Management, New York, NY.

The Organization of the Future. The Drucker Foundation Future Series.
397p. 0mf. L3 ED 403 655

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Beyond Rules and Consequences for Classroom Management. Fastback 401.
39p. 1mf. L2 ED 404 314

Implementing the Disabilities Acts: Implications for Educators. Fastback 360.
31p. 1mf. L2 ED 403 689

Pioneer Inst. for Public Policy Research, Boston, MA.

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. 1mf. L1 ED 403 632

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. 1mf. L1 ED 403 631

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. 1mf. L1 ED 403 630

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. 1mf. L1 ED 403 633

Policy Studies Associates, Inc., Washington, DC.

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

Project Kaleidoscope, Washington, DC.

Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.
255p. 3mf. L2 ED 404 157

Public/Private Ventures, Philadelphia, PA.

AmeriCorps in the Field. Implementation of the National and

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235

Black River Vocational-Technical School, Pocahontas, Ark.

Black River Technical College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 928

Bosma and Associates International, Seattle, WA.

The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.
94p. 1mf. L1 ED 403 711

Boston Coll., Chestnut Hill, MA. Center for the Study of Testing, Evaluation, and Educational Policy.

NAEP Primer.
110p. 2mf. L1 ED 404 374

British Columbia Art Teachers Association, Vancouver.

Advocacy.
47p. 1mf. L1 ED 404 220

Art and Thinking Skills.
46p. 1mf. L1 ED 404 221

Global Education.
50p. 1mf. L1 ED 404 222

Bronx Community Coll., N.Y.

Bronx Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 929

Broward County Schools, Fort Lauderdale, Fla.

English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.
326p. 4mf. L1 ED 403 783

Bureau of Land Management (Dept. of Interior), Washington, D.C.

The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.
38p. 1mf. L1 ED 404 196

Bureau of the Census (DOC), Suitland, Md. Population Div.

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. 2mf. L1 ED 404 359

Butler County Community Coll., Butler, PA.

Butler County Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 930

California State Dept. of Education, Sacramento.

Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.
181p. 2mf. L1 ED 403 841

Further Education Development Agency, London (England).

Student Retention: Case Studies of Strategies that Work. FEDA Paper.
44p. 1mf. L1 ED 403 436

General Accounting Office, Washington, DC. General Government Div.

Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.
42p. 1mf. L1 ED 403 419

George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. 2mf. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. 1mf. L1 ED 403 810

Geothermal Education Office, Tiburon, CA.

Geothermal Energy.
92p. 1mf. L1 ED 404 154

Geraldine R. Dodge Foundation, Morristown, NJ.

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. 0mf. L3 ED 404 091

German Inst. for International Educational Research, Frankfurt (Germany).

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. 3mf. L1 ED 404 292

GREEN (Global Rivers Environmental Education Network), Ann Arbor, MI.

Cross Cultural Watershed Partners. Activities Manual.
150p. 0mf. L3 ED 404 173

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. 0mf. L3 ED 404 172

Sourcebook for Watershed Education.
208p. 0mf. L3 ED 404 171

Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.
91p. 0mf. L3 ED 403 995

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

Measuring Up: Prototypes for Mathematics Assessment.
173p. 2mf. L2 ED 404 102

National Aeronautics and Space Administration, Washington, D.C.

The Living Ocean.
9p. 1mf. L1 ED 404 119

National Alliance of Business, Inc., Washington, D.C.

Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.
8p. 1mf. L2 ED 403 425

Waiting for the Return. Maximizing Investments in Technology.
8p. 1mf. L2 ED 403 403

Workforce Development Trends.
9p. 1mf. L2 ED 403 405

National Assessment of Educational Progress, Princeton, NJ.

A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.
42p. 1mf. L1 ED 404 343

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

The NAEP 1994 Technical Report.
1032p. 11mf. L1 ED 404 377

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

National Association for Foreign Student Affairs, Washington, D.C.

University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.
145p. 2mf. L1 ED 403 829

National Association for Physical Education in Higher Education.

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.
64p. 1mf. L1 ED 403 808

Community Service Trust Act in Nine Study States.
65p. 1mf. L2 ED 404 430

The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.
68p. 1mf. L1 ED 403 378

Mentoring: A Synthesis of P/PV's Research: 1988-1995.
83p. 1mf. L2 ED 404 410

Quality Education Data, Inc., Denver, CO.

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. 0mf. L3 ED 403 869

Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.
209p. 0mf. L3 ED 403 870

Rancho Santiago Community Coll., Santa Ana, Calif.

American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 954

Rand Corp., Santa Monica, CA. Inst. on Education and Training.

Identifying Students at Risk of Low Achievement in NAEP and NELS.
123p. 2mf. L1 ED 404 372

Rand Corp., Santa Monica, Calif.

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. 1mf. L1 ED 404 008

Implementing a Novel Computer-Related Algebra Course. RAND Note.
201p. 3mf. L1 ED 404 100

Rand Corp., Washington, D.C.

Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?
62p. 1mf. L1 ED 404 366

Reingold (J.R.) and Associates, Inc., Washington, DC.

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. 1mf. L1 ED 403 420

Robert Wood Johnson Foundation, Princeton, NJ.

Challenges in Health Care: A Chartbook Perspective 1991.
130p. 2mf. L1 ED 403 670

Rockland Community Coll., Suffern, N.Y.

Rockland Community College, Exploring America's Communities. Progress Report.
9p. 1mf. L1 ED 403 955

San Antonio Coll., Tex.

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.
153p. 2mf. L2 ED 403 629

Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.
43p. 1mf. L2 ED 403 628

California State Postsecondary Education Commission, Sacramento.

California Postsecondary Education Commission Workplan, 1996 through 2000.
29p. 1mf. L1 ED 403 805

Closing the Door...Needed Facilities for California's Colleges and Universities.
14p. 1mf. L1 ED 403 804

The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.
42p. 1mf. L1 ED 403 803

Performance Indicators of California Higher Education, 1995.
99p. 2mf. L1 ED 403 806

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. 1mf. L1 ED 403 832

Plan of Work for the California Postsecondary Education Commission, 1992-93.
19p. 1mf. L1 ED 403 801

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. 2mf. L1 ED 403 835

The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.
21p. 1mf. L1 ED 403 802

California Univ., San Francisco. Inst. for Health and Aging.

Health Conditions and Impairments Causing Disability. Disabililty Statistics Abstract, Number 16.
5p. 1mf. L1 ED 403 710

Cambodian Mutual Assistance Association of Greater Lowell, MA.

English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.
134p. 2mf. L1 ED 403 782

Canadian Evaluation Society, Ottawa (Ontario).

Evaluation Methods Sourcebook.
213p. 0mf. L3 ED 404 342

Canadian Parents for French, Ottawa (Ontario).

Griffith Univ., Nathan, Queensland (Australia).

Voluntary Group Participation by Third Age Australians.
64p. 1mf. L1 ED 403 451

Hagerstown Junior Coll., Md.

Hagerstown Junior College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 938

Harrisburg Area Community Coll., Pa.

Harrisburg Area Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 939

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Water Resource Management. Student Guide and Teacher's Guide.
198p. 3mf. L2 ED 404 113

Hawaii Univ., Honolulu. Leeward Community Coll.

University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 947

Hospitality Training Foundation, London (England).

Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.
75p. 1mf. L2 ED 403 437

Hudson County Community Coll., Jersey City, NJ.

From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.
6p. 1mf. L1 ED 403 940

Idaho KIDS COUNT Project, Boise.

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. 3mf. L1 ED 404 042

Idaho State Univ., Pocatello.

Proceedings of the 1992 and 1993 Conferences on Outdoor Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).
172p. 2mf. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).
223p. 3mf. L1 ED 404 077

Illinois Environmental Protection Agency, Springfield.

We Depend on Illinois' Environment.
153p. 2mf. L1 ED 404 120

Illinois State Board of Higher Education, Springfield.

National Association of State Directors of Special Education, Alexandria, VA.

Due Process Hearings: An Update. Final Report.
31p. 1mf. L1 ED 403 717

National Association of Student Financial Aid Administrators, Washington, D.C.

Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.
16p. 1mf. L1 ED 403 797

National Business Education Association, Reston, Va.

Ethics--Business Educators Teach Students To Do the Right Thing!
9p. 1mf. L2 ED 403 404

National Cancer Inst. (NIH), Bethesda, Md.

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

National Center for Children in Poverty, New York, NY.

One in Four: America's Youngest Poor.
88p. 0mf. L3 ED 404 030

National Center for Education Statistics (ED), Washington, DC.

Federal Support for Education. Fiscal Years 1980 to 1996.
55p. 1mf. L1 ED 404 364

Findings from Vocational Education in the United States: The Early 1990s.
28p. 1mf. L1 ED 403 460

Integrated Postsecondary Education Data System, 1994. CD-ROM .
p. 0mf. L3 ED 404 376

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. 1mf. L1 ED 404 362

Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.
16p. 1mf. L1 ED 404 367

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. 3mf. L1 ED 404 370

National Center for Higher Education Management Systems, Boulder, Colo.

Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.
116p. 2mf. L1 ED 403 828

National Center for Juvenile Justice, Pittsburgh, Pa.

Juvenile Offenders and Victims: A National Report.
192p. 2mf. L1 ED 404 260

San Antonio College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 956

Santa Rosa Junior Coll., CA.

Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.
7p. 1mf. L1 ED 403 957

School Curriculum and Assessment Authority, Hayes (England).

Review of Qualifications for 16-19 Year Olds. Summary Report.
57p. 1mf. L1 ED 403 388

Scottish Council for Research in Education, Edinburgh.

An Evolving Sexual Health Education Programme: From Health Workers to Teachers.
72p. 1mf. L2 ED 404 336

Higher Grade Examination Performance (1987-1994). Interchange No. 42.
12p. 1mf. L2 ED 404 360

Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.
131p. 2mf. L2 ED 404 354

Search for Extraterrestrial Intelligence Inst., Mountain View, CA.

Project Haystack: The Search for Life in the Galaxy.
261p. 0mf. L3 ED 404 159

Sex Information and Education Council of the United States, Inc., New York, N.Y.

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.
9p. 1mf. L1 ED 404 051

Latinas and HIV/AIDS: Implications for the 90s.
6p. 1mf. L1 ED 404 050

Sindh Rural Women's Uplift Group, Hyderabad (Pakistan).

Communication Gap in Education in Sindh, Pakistan.
24p. 1mf. L1 ED 404 062

Literacy for Women and Their Participation in the Labour Force in Pakistan.
6p. 1mf. L1 ED 404 059

Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.
12p. 1mf. L1 ED 404 060

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. 1mf. L1 ED 404 061

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.

The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.
146p. 2mf. L1 ED 403 741

French Immersion in Canada: Frequently Asked Questions (FAQs).
8p. 1mf. L1 ED 403 771

Proud of Two Languages. Videotape.
p. 0mf. L3 ED 403 769

Canadian Psychological Association, Ottawa (Ontario).

Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.
18p. 1mf. L1 ED 403 550

Candlelighters Childhood Cancer Foundation.

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. 1mf. L1 ED 403 715

Canterbury Univ., Christchurch (New Zealand). Education Dept.

Ethnic and Cultural Representation in School Journals. Research Report No 92-4.
28p. 1mf. L1 ED 404 198

Carman-Ainsworth Community Schools, Flint, MI.

The Learning Community. A Pro-Family System of Education and Community Services.
43p. 1mf. L1 ED 403 446

Carroll Community Coll., Westminster, MD.

Carroll Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 931

Carter Center, Atlanta, GA.

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Catholic Univ. of America, Washington, D.C.

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. 1mf. L1 ED 403 781

CAUSE, Boulder, Colo.

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. 1mf. L1 ED 403 837

Reflections on Leadership. CAUSE Professional Paper Series, No. 15.
36p. 1mf. L1 ED 403 836

Center for Applied Linguistics, Washington, DC. Refugee Service

Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.
100p. 2mf. L1 ED 403 857

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. 1mf. L1 ED 403 856

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. 1mf. L1 ED 403 858

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. 3mf. L1 ED 403 859

Illinois State Univ., Normal. Coll. of Education.

Professional Development School 1995-96. A Research Report.
95p. 1mf. L1 ED 404 306

Illinois Univ., Urbana. Center for the Study of Reading.

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. 1mf. L1 ED 404 098

Indian Hills Community Coll., Ottumwa, Iowa.

Indian Hills Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 941

InfoUse, Berkeley, CA.

Chartbook on Disability in the United States, 1996.
71p. 1mf. L1 ED 403 690

Institute for Environmental Education, Chagrin Falls, OH.

Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.
501p. 6mf. L2 ED 404 114

Institute for the Study of Educational Systems, Jerusalem (Israel).

Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.
31p. 1mf. L1 ED 403 649

Intercultural Development Research Association, San Antonio, Tex.

Organizing for Schooling. IDRA Focus.
21p. 1mf. L1 ED 404 094

Standards and Assessment. IDRA Focus.
17p. 1mf. L1 ED 404 095

International Association of Physical Education Schools in Higher

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. 1mf. L1 ED 404 375

An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.
63p. 1mf. L1 ED 404 368

Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation
222p. 3mf. L1 ED 404 373

Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.
271p. 3mf. L1 ED 404 176

Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.
147p. 2mf. L1 ED 404 179

Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.
90p. 1mf. L1 ED 404 175

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. 2mf. L1 ED 404 369

Opportunity-to-Learn Effects on Achievement: Analytical Aspects.
53p. 1mf. L1 ED 404 371

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. 3mf. L1 ED 404 180

National Conference of State Legislatures, Denver, CO.

Principles of a Sound State School Finance System.
31p. 1mf. L2 ED 403 634

National Consortium for Environmental Education and Training.

EE Reference Collection.
295p. 0mf. L3 ED 404 170

National Council for Geographic Education.

A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.
168p. 2mf. L2 ED 404 253

National Council for Occupational Education, Columbus, OH.

American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.
25p. 1mf. L1 ED 403 452

7p. 1mf. L1 ED 404 058

Smithsonian Institution, Washington, D.C. Museum of Natural History.

Anthropological Materials Available from the Smithsonian Institution.
11p. 1mf. L1 ED 404 232

Social Science Education Consortium, Inc., Boulder, Colo.

G is for Geography: Children's Literature and the Five Themes.
112p. 2mf. L2 ED 404 234

Teaching about the History and Nature of Science and Technology. Teacher's Resource Guide.
156p. 2mf. L2 ED 404 235

Society for Research in Child Development.

Social Policy Report, 1995.
61p. 1mf. L1 ED 404 000

South Dakota Board of Regents, Pierre.

Fact Book Fiscal Year 1997.
49p. 1mf. L1 ED 403 823

Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
211p. 3mf. L1 ED 403 830

Southeast Community Coll., Cumberland, KY.

University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 958

Southern Education Foundation, Atlanta, Ga.

Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.
143p. 2mf. L1 ED 403 827

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).
31p. 1mf. L1 ED 404 310

Speech Communication Association, Annandale, Va.

The Speech Communication Association: Advancement of the Discipline.
15p. 1mf. L2 ED 403 614

A Study of the Reputations of Doctoral Programs in Communication.
7p. 1mf. L2 ED 403 610

State Univ. of New York, Albany.

State University of New York. Performance Indicators Report.
38p. 1mf. L1 ED 403 865

Center.

Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.
46p. 1mf. L1 ED 404 433

Center for Occupational Research and Development, Inc., Waco, Tex.

Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.
71p. 1mf. L1 ED 403 445

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. 1mf. L1 ED 403 592

Center for Research on the Education of Students Placed At Risk, Baltimore, MD.

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. 1mf. L1 ED 404 406

Center for the Study of Social Policy, Washington, DC.

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. 1mf. L1 ED 404 017

Central Florida Community Coll., Ocala.

Central Florida Community College, Exploring America's Communities. Progress Report.
6p. 1mf. L1 ED 403 932

Centre for Worklife Counselling, Sydney (Australia).

Separation & Outplacement: Managing Both Effectively.
39p. 1mf. L1 ED 403 393

Chesterfield-Marlboro Technical Coll., Cheraw, SC.

Chesterfield/Marlboro Technical College, AACC Progress Report.
8p. 1mf. L1 ED 403 933

Chicago City Colleges, Ill. Malcolm X Coll.

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. 2mf. L1 ED 403 435

Chicago Urban League, Ill.

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. 1mf. L1 ED 404 414

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.

Education, Liege (Belgium).

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. 2mf. L1 ED 404 289

International Children's Centre, Paris (France).

Food, Nutrition and Development in Ecuador.
100p. 2mf. L1 ED 404 010

International Commission on Education for the Twenty-First Century (UNESCO), Paris (France).

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. 1mf. L1 ED 404 219

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. 1mf. L1 ED 404 217

Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. 1mf. L1 ED 404 208

Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.
9p. 1mf. L1 ED 404 202

Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
15p. 1mf. L1 ED 404 201

Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. 1mf. L1 ED 404 199

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. 1mf. L1 ED 404 203

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. 1mf. L1 ED 404 209

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. 1mf. L1 ED 404 210

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. 1mf. L1 ED 404 205

Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.
50p. 1mf. L1 ED 403 453

National Council of Teachers of English, Urbana, Ill.

Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.
38p. 1mf. L1 ED 403 552

Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.
155p. 2mf. L1 ED 403 602

Mina P. Shaughnessy: Her Life and Work.
343p. 4mf. L1 ED 403 603

National Council of Teachers of Mathematics, Inc., Reston, Va.

Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.
221p. 3mf. L2 ED 404 117

Mathematics: An Introduction to the NCTM Standards.
25p. 1mf. L2 ED 404 190

Research Ideas for the Classroom: Early Childhood Mathematics.
390p. 0mf. L3 ED 404 142

Research Ideas for the Classroom: High School Mathematics.
320p. 0mf. L3 ED 404 144

Research Ideas for the Classroom: Middle Grades Mathematics.
368p. 0mf. L3 ED 404 143

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. 5mf. L2 ED 404 115

National Education Association, Washington, DC. Office of Higher Education.

Part-Time Employment in Academe.
8p. 1mf. L2 ED 403 807

National Educational Research Policy and Priorities Board (OERI/ED), Washington, DC.

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. 2mf. L1 ED 404 379

National Educational Service, Bloomington, IN.

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. 2mf. L2 ED 404 422

National Endowment for the Arts, Washington, D.C.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.
97p. 2mf. L1 ED 403 844

Statue of Liberty-Ellis Island Foundation, New York, NY.

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.
24p. 0mf. L3 ED 404 241

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.
179p. 0mf. L3 ED 404 240

Steel Recycling Inst., Pittsburgh, PA.

Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).
64p. 1mf. L2 ED 404 148

Strathclyde Univ., Glasgow (Scotland).

Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.
34p. 1mf. L1 ED 403 443

Sweetwater Union High School District, Chula Vista, Calif.

ACE Parking Workplace Education.
84p. 1mf. L1 ED 403 382

Employability Skills Center.
511p. 6mf. L1 ED 403 384

General Chemistry for Waste Handlers.
57p. 1mf. L1 ED 403 383

Sweetwater National Workplace Literacy Project. Final Report.
77p. 1mf. L1 ED 403 381

Taiwan National Science Council, Taipei.

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. 1mf. L2 ED 403 881

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Tarrant County Junior College District, Exploring America's Communities. Progress Report.
7p. 1mf. L1 ED 403 959

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. 1mf. L1 ED 403 862

28p. 1mf. L1 ED 404 419

Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.
37p. 1mf. L1 ED 404 413

Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.
12p. 1mf. L1 ED 404 411

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. 1mf. L1 ED 404 412

A Tax Increase Is Essential To Improve Illinois Schools.
19p. 1mf. L1 ED 404 418

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. 1mf. L1 ED 404 415

Child Development Resources, Norge, VA.

Trans/Team Outreach: An Inservice Model Replication Project. Final Report.
114p. 2mf. L1 ED 403 704

Children's Defense Fund-Ohio, Columbus.

Ohio Children: Together We Can Help Them Grow.
13p. 1mf. L1 ED 403 996

Children's Health Care, St. Paul, MN. Midwest Children's Resource Center.

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
p. 0mf. L3 ED 403 990

City Lore, Inc., New York, NY.

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.
116p. 0mf. L3 ED 404 231

City Technology Colleges Trust Ltd., London (England).

Technology, Science Education and the World of Work.
50p. 1mf. L1 ED 404 106

College Board, Washington, DC. Washington Office.

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. 1mf. L1 ED 404 184

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. 1mf. L1 ED 404 211

The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
29p. 1mf. L1 ED 404 204

The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
13p. 1mf. L1 ED 404 200

Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 207

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. 1mf. L1 ED 404 218

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. 1mf. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. 1mf. L1 ED 404 216

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. 1mf. L1 ED 404 214

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. 1mf. L1 ED 404 215

The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).
7p. 1mf. L1 ED 404 206

Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.
18p. 1mf. L1 ED 404 212

Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.
92p. 1mf. L1 ED 404 273

National Endowment for the Humanities (NFAH), Washington, D.C.

Hmong in America. Journey from a Secret War.
100p. 0mf. L3 ED 404 424

National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. 5mf. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. 8mf. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. 10mf. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. 9mf. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. 15mf. L1 ED 403 987

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Health Conditions and Impairments Causing Disability. Disabilility Statistics Abstract, Number 16.
5p. 1mf. L1 ED 403 710

National Middle School Association, Columbus, OH.

Meeting the Standards: Improving Middle Level Teacher Education.
147p. 2mf. L1 ED 404 325

Middle Ground: News of Middle-Level Education, 1995.
53p. 1mf. L1 ED 403 980

Portfolio Assessment. A Handbook for Middle Level Teachers.
83p. 1mf. L1 ED 404 326

Temple Univ., Philadelphia, PA. Center for Vocational Education Professional Personnel Development.

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. 1mf. L1 ED 403 459

Temple Univ., Philadelphia. Center for Vocational Education.

An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.
120p. 2mf. L1 ED 403 444

Tennessee Univ., Knoxville. Univ. Libraries.

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. 2mf. L1 ED 403 866

Texas Education Agency, Austin. Div. of Curriculum Development.

Texas Teacher Appraisal System. Evaluation Study.
186p. 2mf. L1 ED 404 288

Toronto Board of Education (Ontario). Research Dept.

Teacher Advisory Groups: What, Why, How and How Successful?
10p. 1mf. L1 ED 404 290

Toronto Board of Education, Ontario (Canada). Research and Assessment Dept.

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. 1mf. L1 ED 404 403

Triangle Coalition for Science and Technology Education, College Park, MD.

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. 1mf. L1 ED 404 103

Tulsa Community Coll., OK.

Tulsa Community College, Exploring America's Communities. Progress Report.
8p. 1mf. L1 ED 403 960

Tyler Junior Coll., TX.

Tyler Junior College, Exploring America's Communities.
7p. 1mf. L1 ED 403 961

(010) Books

ACA Ethical Standards Casebook. Fifth Edition.	329p.	L2	ED 403 526
Achievement for African-American Students: Strategies for the Diverse Classroom.	132p.	L2	ED 404 422
Across All Borders: International Information Flows and Applications. Collected Papers.	420p.	L3	ED 403 903
Adolescents, Work, and Family: An Intergenerational Developmental Analysis. Understanding Families.	268p.	L3	ED 403 429
Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.	305p.	L3	ED 404 006
AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.	484p.	L3	ED 403 729
AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.	284p.	L3	ED 403 731
AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.	342p.	L3	ED 403 728
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.	379p.	L3	ED 403 730
Against the Tide: Career Paths of Women Leaders in American and British Higher Education.	257p.	L3	ED 403 791
An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.	308p.	L3	ED 404 096
The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.	278p.	L3	ED 403 656
Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.	74p.	L1	ED 404 403
The Art and Science Connection: Hands-on Activities for Intermediate Students.	214p.	L3	ED 404 146
Assessment and Realistic Mathematics Education.	303p.	L3	ED 404 182

(021) Collected Works - Proceedings (Continued)

The Schools and Staffing Survey. Recommendations for the Future. Conference Proceedings.
248p. L1 ED 404 370

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. L1 ED 403 768

Theories and Realities: A Symposium on Race and Poverty. Proceedings (Chicago, IL, January 19, 1994).
76p. L1 ED 404 415

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. L1 ED 403 633

Upheaval and Change in Education = Bildung und Erziehung im Umbruch. Papers presented by Members of the German Institute at the World Congress of Comparative Education, "Education, Democracy and Development" (8th, Prague, Czechoslovakia, July 8-14, 1992).
225p. L1 ED 404 292

(022) Collected Works - Serials

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1992.
78p. L1 ED 403 377

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.
82p. L1 ED 403 380

Advocacy.
47p. L1 ED 404 220

Art and Thinking Skills.
46p. L1 ED 404 221

The Best of CLEARING: Environmental Education in the Pacific Northwest. Volumes I-IV: Issues 1-80.
586p. L1 ED 404 107

Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.
10p. L1 ED 403 632

The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.
27p. L1 ED 403 837

Crosscurrents: An International Journal of Language Teaching and Intercultural Communication, Volume 19, Number 2, Winter 1992.
96p. L1 ED 403 733

DATAWave. Volume 3, Numbers 1-7.
32p. L2 ED 404 344

Ethics--Business Educators Teach Students To Do the Right Thing!
9p. L2 ED 403 404

AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.	342p.	L3	ED 403 728
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.	379p.	L3	ED 403 730
The American School Superintendent: Leading in an Age of Pressure. The Jossey-Bass Education Series.	278p.	L3	ED 403 656
Approaches to Forming a Learning Consortium. Issues to Address. Business Assistance Note #3.	8p.	L2	ED 403 425
Appropriate Limits for Young Children: A Guide for Discipline. Part One and Part Two.	9p.	L1	ED 403 989
Archaeology in the Classroom: A Resource Guide for Teachers and Parents.	114p.	L2	ED 404 276
Archaeology on Film. Second Edition.	122p.	L2	ED 404 277
The Art and Science of Web Server Management.	8p.	L1	ED 403 891
Art and Thinking Skills.	46p.	L1	ED 404 221
Assessing Problem Behaviors. Innovations: AAMR Research to Practice Series, Number 4.	47p.	L3	ED 403 699
Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.	424p.	L2	ED 403 525
Attention Deficit Disorders in the Mathematics Classroom.	17p.	L1	ED 403 721
Avoiding Counselor Malpractice. ACA Legal Series, Volume 12.	106p.	L2	ED 403 533
Behavior Management: Preventing and Dealing with Problem Behavior. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 7.	126p.	L1	ED 403 680
Beyond Rules and Consequences for Classroom Management. Fastback 401.	39p.	L2	ED 404 314
Beyond Separate Subjects: Integrative Learning at the Middle Level.	213p.	L3	ED 404 036

Outdoor Program Management Concepts for the 90's.
6p. L1 ED 404 073

Positive: HIV Affirmative Counseling.
294p. L2 ED 403 529

Post-Baccalaureate Teacher Certification Programs: Strategies for Enhancement, Improvement, and Peaceful Co-existence with Traditional Teacher Certification Programs.
14p. L1 ED 404 334

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. L1 ED 403 651

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.
27p. L1 ED 404 023

Re-Establishing a Clean Climbing Ethic.
8p. L1 ED 404 082

Reconceptualization of Identity Exploration by Relatedness.
8p. L1 ED 404 027

A Research Agenda for Studying Rural Public Service Delivery Alternatives in the North Central Region.
73p. L2 ED 404 052

Resilience and Motivation in Two Ethnic Minority Populations.
12p. L1 ED 404 401

Resources To Fix Schools. The Necessities for Educating Children in Illinois.
22p. L1 ED 404 412

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. L1 ED 404 075

Sexual Harassment in the 90's.
27p. L2 ED 404 194

Social Penetration: A Description, Research, and Evaluation.
25p. L1 ED 403 615

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.
16p. L1 ED 404 167

The State's High School Graduation Rule. House Research Information Brief.
9p. L1 ED 403 652

Strategies To Enhance Job Retention and Career Advancement in Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).
74p. L1 ED 403 692

A Tax Increase Is Essential To Improve Illinois Schools.
19p. L1 ED 404 418

(120) Opinion Papers (Continued)

Team Building.	26p.	L1	ED 403 493
Technology and Distance Education: Sharing Experience in Sindh, Pakistan.	8p.	L1	ED 404 061
Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.	19p.	L1	ED 403 862
Training Practices.	31p.	L1	ED 403 494
Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.	9p.	L1	ED 404 090
Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.	10p.	L1	ED 403 633
University Instruction in HRD.	25p.	L1	ED 403 489
Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.	345p.	L3	ED 403 663
What's in a Name?	9p.	L1	ED 403 581
Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.	53p.	L3	ED 404 394
The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.	21p.	L1	ED 403 802
Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.	7p.	L1	ED 404 058
Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.	7p.	L1	ED 403 889
Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.	5p.	L1	ED 403 579
Writing Was Everything.	155p.	L3	ED 403 604

(130) Reference Materials - General

Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.	668p.	L3	ED 404 034

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.	73p.	L1	ED 403 981
Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.	332p.	L3	ED 403 796
Responding to a Major Problem of Adolescent Intolerance: Bullying. Peace Education Miniprints No. 82.	14p.	L1	ED 404 242
Roads to the Future: Strategic Plan for Education Options in the 21st Century. Final Report.	153p.	L2	ED 403 629
Roads to the Future: Strategic Plan for Education Options in the 21st Century. Summary Report.	43p.	L2	ED 403 628
Rockland Community College, Exploring America's Communities. Progress Report.	9p.	L1	ED 403 955
The Role of Tacit Knowledge in Judgement and Decision Making.	12p.	L1	ED 404 083
San Antonio College, Exploring America's Communities. Progress Report.	6p.	L1	ED 403 956
Santa Rosa Junior College, Exploring America's Communities. American Cultures Project. Progress Report.	7p.	L1	ED 403 957
School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).	91p.	L1	ED 403 660
School Renewal and Non-Instructional Time for Teachers: Profiles From the National Network for Educational Renewal. Professional Practice Series.	27p.	L3	ED 404 305
School-to-Work Outreach Project. 1996 Exemplary Models/Practices/Strategies.	24p.	L1	ED 403 458
School/College Partnership Philosophy.	8p.	L1	ED 403 562
Schools in the Great Depression. Studies in the History of Education Volume 2. Garland Reference Library of Social Science Volume 1037.	203p.	L3	ED 404 254
Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.	67p.	L1	ED 403 833

Dialogue on the Disadvantaged. Response to Stakeholders.
46p. L1 ED 403 420

Direct Lending and FFELP: An "Apples to Apples" Evaluation.
18p. L1 ED 403 852

Discipline, Democracy and Developmentally Appropriate Curriculum: or What Constitutes Effective Classroom Management in the Early Primary Grades.
18p. L1 ED 404 003

Discontinuities in Science Teaching: A Developmental Analysis.
15p. L1 ED 404 135

Diversity in the Workplace.
22p. L1 ED 403 488

Does Head Start Help Hispanic Children? Labor and Population Program, Working Paper Series 96-17.
51p. L1 ED 404 008

The Economic Impact of the Arts in Alaska.
58p. L2 ED 404 229

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. L1 ED 404 209

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. L1 ED 404 210

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. L1 ED 404 205

Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.
211p. L3 ED 403 869

The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.
15p. L1 ED 404 166

The Effects of Computers and Calculators on Computation and Geometry Achievement.
17p. L1 ED 404 163

The Effects of Instructional Practices on Computation and Geometry Achievement.
16p. L1 ED 404 164

Effects of Teacher Attachment History on Teacher-Child Relationships.
17p. L1 ED 404 037

English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.
36p. L1 ED 403 734

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.
10p. L1 ED 404 217

An Analysis of Multiple-Choice Test Item Booklets.
15p. L1 ED 404 357

An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.
12p. L1 ED 403 449

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. L1 ED 403 541

Arriba! Building Teamwork and a Ropes Course in Mexico.
6p. L1 ED 404 078

The Art and Science of Web Server Management.
8p. L1 ED 403 891

Assessing School Work Culture: An Analysis and Strategy.
33p. L1 ED 404 339

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. L1 ED 403 712

Attention Deficit Disorders in the Mathematics Classroom.
17p. L1 ED 403 721

Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.
27p. L2 ED 403 881

The Attitudes toward Mathematics Instrument.
19p. L1 ED 404 165

Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. L1 ED 404 208

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. L1 ED 404 432

Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.
18p. L1 ED 403 644

Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.
26p. L1 ED 404 304

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.
8p. L1 ED 403 558

Can We Improve Science Literacy?

Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.	10p.	L1	ED 403 896
Spinning a Web Search.	10p.	L1	ED 403 888
Status of HRD Research.	24p.	L1	ED 403 496
Structured and Unstructured Learning.	28p.	L1	ED 403 486
Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.	39p.	L1	ED 404 108
Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.	21p.	L1	ED 404 346
Students' Identity Status and Mentorship from College Faculty.	16p.	L1	ED 403 846
A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.	11p.	L1	ED 403 646
A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.	34p.	L1	ED 403 643
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.	14p.	L1	ED 403 642
A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.	43p.	L1	ED 403 647
Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!	28p.	L1	ED 403 740
Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."	11p.	L1	ED 403 442
Supporting At-Risk Students. A Creative Team Approach.	26p.	L1	ED 404 405
A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.	17p.	L1	ED 403 873
A Survey of the Use of Science Manipulatives in Elementary Schools.	16p.	L1	ED 404 160
Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.	22p.	L1	ED 403 616

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.	424p.	L2	ED 403 525
Beyond Separate Subjects: Integrative Learning at the Middle Level.	213p.	L3	ED 404 036
Blue Collar & Beyond: Resumes for Skilled Trades & Services.	192p.	L3	ED 403 398
Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.	221p.	L3	ED 403 654
Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.	207p.	L3	ED 404 225
Building and Managing Your Private Practice.	290p.	L2	ED 403 521
Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.	122p.	L1	ED 404 379
Career and Life Planning with Gay, Lesbian, and Bisexual Persons.	205p.	L2	ED 403 523
Caught'Ya! Grammar with a Giggle.	238p.	L3	ED 403 567
Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.	668p.	L3	ED 404 034
Children in the Urban Environment. Linking Social Policy and Clinical Practice.	243p.	L3	ED 404 428
The Classroom Teacher's Guide to Music Education.	174p.	L3	ED 404 195
Cognitive Type Theory & Learning Style, A Teacher's Guide.	119p.	L2	ED 404 329
Community and the Politics of Place.	160p.	L3	ED 404 057
Competencies for Gerontological Counseling.	244p.	L2	ED 403 528
Comprehensive Group Work: What It Means & How To Teach It.	310p.	L2	ED 403 524
Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.	221p.	L2	ED 404 117
Conflicting Paths: Growing Up in America.	426p.	L3	ED 403 457

Folk Arts in Education.	128p.	L2	ED 404 227
Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).	33p.	L2	ED 403 999
Global Education.	50p.	L1	ED 404 222
The Implementation of the 1989 Assessment Standards for School Mathematics in Grades K-3.	96p.	L1	ED 404 105
Inclusion.	37p.	L1	ED 403 874
Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.	41p.	L1	ED 404 335
Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.	256p.	L3	ED 404 032
Journal of Celtic Language Learning, Volume 2.	90p.	L1	ED 403 760
The Journal of Educational Relations, 1996.	160p.	L1	ED 404 029
Middle Ground: News of Middle-Level Education, 1995.	53p.	L1	ED 403 980
NAEP on the Net. http://www.ed.gov/NCES/naep/.	3p.	L1	ED 404 362
The New Nomads: Art Life, and Lore of Migrant Workers in New York State.	189p.	L2	ED 404 228
Organizing for Schooling. IDRA Focus.	21p.	L1	ED 404 094
Part-Time Employment in Academe.	8p.	L2	ED 403 807
Reflections on Leadership. CAUSE Professional Paper Series, No. 15.	36p.	L1	ED 403 836
Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).	369p.	L1	ED 404 151
Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).	402p.	L1	ED 404 152

Building and Managing Your Private Practice.	290p.	L2	ED 403 521
Building Bridges: The Mission & Principles of Professional Development.	5p.	L1	ED 404 322
Building Strong Communities: Crafting a Legislative Foundation.	106p.	L1	ED 404 009
The Business Leader's Guide to Partnerships for Education Reform. A Strategic Perspective.	68p.	L1	ED 403 378
Career and Life Planning with Gay, Lesbian, and Bisexual Persons.	205p.	L2	ED 403 523
The Caregiving Environment: Planning an Effective Program. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 6.	144p.	L1	ED 403 679
The Child Who Seems Different: Meeting Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 3.	132p.	L1	ED 403 676
Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.	35p.	L1	ED 404 004
Cognitive Type Theory & Learning Style, A Teacher's Guide.	119p.	L2	ED 404 329
Community-Based Instructional Support. Innovations: AAMR Research to Practice Series, Number 6.	37p.	L3	ED 403 701
Comprehensive Group Work: What It Means & How To Teach It.	310p.	L2	ED 403 524
A Computerized Cataloging System for an Outdoor Program Library or Resource Center.	14p.	L1	ED 404 069
Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.	10p.	L1	ED 404 309
Conflict Resolution Education. A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. Program Report.	145p.	L1	ED 404 426
Constructive Feedback: A Key to Successful Teaching and Learning.	12p.	L1	ED 404 291
The Constructivist Approach to Science and Technology.	9p.	L1	ED 403 988
Controlling School Anxiety: A Practical Guide for Counselors and Teachers.			

Teacher Advisory Groups: What, Why, How and How Successful?
10p. L1 ED 404 290

Teaching Social Skills: A Practical Instructional Approach.
180p. L3 ED 403 732

Technology and Distance Education: Sharing Experience in Sindh, Pakistan.
8p. L1 ED 404 061

To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.
235p. L3 ED 404 093

Tribal Colleges: A Study of Development, Mission, and Leadership.
15p. L1 ED 404 064

Using Cooperative Learning in the Technical Classroom.
6p. L1 ED 403 438

When Should We Begin? A Comprehensive Review of Age at Start in Early Intervention.
21p. L1 ED 403 725

Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
7p. L1 ED 404 058

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. L1 ED 403 379

(071) Informational Analyses - ERIC IAPS

Decision Making in the Language Arts. ERIC Digest.
3p. L1 ED 403 601

How To Study for and Take College Tests.
6p. L1 ED 404 378

Inclusion.
37p. L1 ED 403 874

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. L1 ED 403 810

(072) Book/Product Reviews

Critical Review of Leech's (1983) Proposal about Politeness.
11p. L1 ED 403 618

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. L3 ED 403 920

(080) Journal Articles

Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.

A Copyright Guide for Authors.	243p.	L3	ED 403 595
The Copyright Handbook: How To Protect and Use Written Works. Third Edition.	356p.	L3	ED 403 591
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.	179p.	L3	ED 404 240
Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).	864p.	L1	ED 403 747
How To Debate. Revised Edition. (A Speak Out, Write On! Book).	128p.	L3	ED 403 626

(131) Reference Materials - Bibliographies

Anthropological Materials Available from the Smithsonian Institution.	11p.	L1	ED 404 232
Archaeology on Film. Second Edition.	122p.	L2	ED 404 277
Civics, Social Studies, and Service Topic Bibliography.	15p.	L1	ED 404 255
Elementary Economics: A Bibliography for Teachers, Grades K-6. Expanded Version.	51p.	L1	ED 404 250
Guides to Developing Service-Learning Programs.	67p.	L1	ED 404 257
Introduction to Media Literacy Education and Media Literacy Education Bibliography.	23p.	L1	ED 403 611
Resources in Education (RIE). Volume 32, Number 6.	p.	L2	ED 403 376
Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.	37p.	L1	ED 403 599

(132) Reference Materials - Directories/Catalogs

Archaeology in the Classroom: A Resource Guide for Teachers and Parents.	114p.	L2	ED 404 276
Artists and Writers Colonies: Retreats, Residencies, and Respites for the Creative Mind.	301p.	L3	ED 403 590
The CPF Immersion Registry, 1996. A Guide to French Immersion Programs throughout Canada.	146p.	L1	ED 403 741
Directory of Michigan Libraries, 1996-97.			

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.	179p.	L1	ED 403 834
Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.	23p.	L1	ED 404 313
The Sound-to-Speech Translations Utilizing Graphics Mediation Interface for Students with Severe Handicaps. Final Report.	321p.	L1	ED 403 727
Spinning a Web Search.	10p.	L1	ED 403 888
The State of Americans: This Generation and the Next.	294p.	L3	ED 403 991
Strength Through Diversity: Houston Consortium for Professional Development and Technology Centers.	161p.	L1	ED 404 303
Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus...Fulfilling Academic Challenge!	28p.	L1	ED 403 740
Supporting At-Risk Students. A Creative Team Approach.	26p.	L1	ED 404 405
Supporting Digital Instructional Technology: The Role of the Academic Library.	18p.	L1	ED 403 914
Tarrant County Junior College District, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 959
Teaching Well and Liking It: Motivating Faculty To Teach Effectively.	455p.	L3	ED 403 792
Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.	209p.	L3	ED 403 870
Technology, Science Education and the World of Work.	50p.	L1	ED 404 106
Therapy in the Mountains.	8p.	L1	ED 404 085
Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.	471p.	L1	ED 404 307
Total Quality Management in Information Services. Information Services Management Series.	261p.	L3	ED 403 907
Trans/Team Outreach: An Inservice Model Replication Project. Final Report.	114p.	L1	ED 403 704

English Programs for Non-English Majors at Universities in Taiwan.	13p.	L1	ED 403 757
Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development. A Report by the Task Force on Education and Economic Development.	143p.	L1	ED 403 827
Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. Research and Planning Report 95-12.	94p.	L1	ED 403 815
Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.	48p.	L1	ED 403 975
The ESP Component in English Programs for Non-English Majors at Universities in Taiwan.	18p.	L1	ED 403 758
Establishing Curriculums through Effective Public Relations.	15p.	L1	ED 403 648
Ethnic and Cultural Representation in School Journals. Research Report No 92-4.	28p.	L1	ED 404 198
Evaluation Issues in HRD.	24p.	L1	ED 403 465
Evaluation Systems in HRD.	25p.	L1	ED 403 492
The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).	29p.	L1	ED 404 204
Experiences That Prevent Peaceful Learning.	10p.	L1	ED 404 400
Explaining Science Self-Efficacy.	13p.	L1	ED 404 133
Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.	118p.	L1	ED 403 435
Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.	22p.	L2	ED 403 786
Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.	21p.	L1	ED 403 789
Faculty Workload Report, Fall 1996.	15p.	L1	ED 403 963

	14p.	L1	ED 404 129
The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.	7p.	L1	ED 404 068
Canning Canned Conversations.	14p.	L1	ED 403 777
Career Development.	33p.	L1	ED 403 474
Career Development/Special Needs.	33p.	L1	ED 403 484
A Case-Study in Family French-Immersion and Academic Achievement.	51p.	L1	ED 403 773
Casting the Net: The Development of a Resource Collection for an Internet Database.	8p.	L1	ED 403 897
The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.	17p.	L1	ED 403 853
Change Process in Organizations.	27p.	L1	ED 403 475
Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.	10p.	L1	ED 403 632
Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.	27p.	L1	ED 404 065
Children's Story Retelling as a Predictor of Early Reading Achievement.	16p.	L1	ED 403 543
Chronic Ear Infections: The Silent Deterrent to Academic and Social Success.	35p.	L1	ED 404 004
The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.	16p.	L1	ED 403 557
Cognitive Engagement in Cooperative Learning.	17p.	L1	ED 404 352
A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.	42p.	L1	ED 404 343
College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.	34p.	L1	ED 403 785
College Students' Assessment of Teaching by Television.	27p.	L1	ED 403 871
College Students' Misconceptions of Environmental Issues Related			

Teacher Preparation through Cooperative Learning.	20p.	L1	ED 403 735
Teaching Technical Skills through Play.	7p.	L1	ED 404 084
Team Building.	26p.	L1	ED 403 493
Technical Services and the World Wide Web.	7p.	L1	ED 403 887
Telecommunications: Does It Make a Difference in the Classroom?	8p.	L1	ED 403 880
Therapy in the Mountains.	8p.	L1	ED 404 085
Training Practices.	31p.	L1	ED 403 494
Transfer of Training.	23p.	L1	ED 403 480
Transforming Curricular Consumption and Dehumanization: Chicana/o Spiritualization and the Curriculum.	9p.	L1	ED 404 090
Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.	11p.	L1	ED 404 308
UIAGM Ropehandling Techniques.	14p.	L1	ED 404 086
University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.	10p.	L1	ED 404 315
University Instruction in HRD.	25p.	L1	ED 403 489
Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.	12p.	L1	ED 403 894
The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.	44p.	L1	ED 404 012
The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.	30p.	L1	ED 404 104
Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.	6p.	L1	ED 403 440
Using Cooperative Learning in the Technical Classroom.	6p.	L1	ED 403 438

Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 387
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 388
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 389
Counseling Families with Chronic Illness. Family Psychology and Counseling Series.	112p.	L2	ED 403 518
Counseling for Empowerment.	283p.	L2	ED 403 513
Counseling for Racial Understanding.	132p.	L2	ED 403 515
Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.	360p.	L2	ED 403 516
Counseling Interracial Individuals and Families.	229p.	L2	ED 403 522
Counseling Single Parents.	248p.	L2	ED 403 517
Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.	282p.	L3	ED 403 505
The Counselor and the Law. Fourth Edition.	157p.	L2	ED 403 527
Creating a Safe Campus. A Guide for College and University Administrators.	188p.	L3	ED 403 838
Crisis and Change in Vocational Education and Training. Higher Education Policy Series 36.	148p.	L3	ED 403 430
Customer Service in the Information Environment. Information Services Management Series.	144p.	L3	ED 403 909
Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.	328p.	L3	ED 403 617
Disruption, Disaster, and Death: Helping Students Deal with Crises.	121p.	L1	ED 403 709
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.			

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).
437p. L1 ED 404 150

Resources in Education (RIE). Volume 32, Number 6.
p. L2 ED 403 376

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.
14p. L1 ED 403 631

School Choice: A Marketplace for Education. Dialogue Series, Number 5.
10p. L1 ED 403 630

Social Policy Report, 1995.
61p. L1 ED 404 000

Standards and Assessment. IDRA Focus.
17p. L1 ED 404 095

Teacher Advisory Groups: What, Why, How and How Successful?
10p. L1 ED 404 290

Tradition and Innovation.
74p. L1 ED 404 223

Two Perspectives on the Continuing Debate over School Choice. Dialogue Series, Number 13.
10p. L1 ED 403 633

Voices for Illinois Children, 1996-1997.
53p. L1 ED 404 002

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. L1 ED 404 168

Workforce Education: Improving Educational Skills. Practical Guidelines for Training and Development Professionals. Business Basics.
26p. L1 ED 403 379

(030) Creative Works

Board Overboard: Laughs and Lessons for All but the Perfect Nonprofit. Jossey-Bass Nonprofit Sector Series.
221p. L3 ED 403 654

Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.
178p. L3 ED 403 627

Leonard Bernstein: A Passion for Music. A JPS Young Biography.
74p. L2 ED 404 285

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.
170p. L3 ED 404 091

(040) Dissertations/Theses - Undetermined

	94p.	L1	ED 403 500
A Copyright Guide for Authors.	243p.	L3	ED 403 595
The Copyright Handbook: How To Protect and Use Written Works. Third Edition.	356p.	L3	ED 403 591
Counseling for Empowerment.	283p.	L2	ED 403 513
Counseling for Racial Understanding.	132p.	L2	ED 403 515
Counseling Interracial Individuals and Families.	229p.	L2	ED 403 522
Counseling Single Parents.	248p.	L2	ED 403 517
Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.	282p.	L3	ED 403 505
Creating a Safe Campus. A Guide for College and University Administrators.	188p.	L3	ED 403 838
Creating Support for Effective Literacy Education: Workshop Materials and Handouts.	260p.	L3	ED 403 539
Customer Service in the Information Environment. Information Services Management Series.	144p.	L3	ED 403 909
Decision Making in the Language Arts. ERIC Digest.	3p.	L1	ED 403 601
Diagnosis and Remediation of Handwriting Errors. Monograph #22.	38p.	L1	ED 403 671
Differences Make Us Stronger. Diversity in the Library. Videotape.	p.	L3	ED 403 902
Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.	328p.	L3	ED 403 617
Disruption, Disaster, and Death: Helping Students Deal with Crises.	121p.	L1	ED 403 709
Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.	259p.	L3	ED 403 918
English Language Arts. Alabama Course of Study. Bulletin 1993, No. 37.	164p.	L1	ED 403 555
Enhancing Access to Information: Designing Catalogs for the 21st			

9p. L1 ED 404 051

Inservice Education Needs of Teachers Working with the Mentally Retarded.
34p. L1 ED 403 669

Latinas and HIV/AIDS: Implications for the 90s.
6p. L1 ED 404 050

Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.
18p. L1 ED 403 761

New School-to-Work Act Mandates "All Aspects of the Industry" Approach. Center for Law and Education Vocational Education Project (VOCED) Report.
4p. L1 ED 403 385

Reflection and Revision: Intimacy in College Writing.
5p. L1 ED 403 564

Reliving the History of WAC--Every Day.
5p. L1 ED 403 597

Straight Talk and Honest Writing.
4p. L1 ED 403 596

Values, Technology, and Social Studies.
15p. L1 ED 404 286

Waiting for the Return. Maximizing Investments in Technology.
8p. L2 ED 403 403

(090) Legal/Legislative/Regulatory Materials

Children and Gun Violence. Hearings on S. 1087, a Bill To Amend Title 18, United States Code, To Prohibit the Possession of a Handgun or Ammunition by, or the Private Transfer of a Handgun or Ammunition to, a Juvenile, before the Subcommittee on JuvenileJustice of the Committee on the Judiciary. United States Senate, 103rd Congress, First Session.
199p. L1 ED 403 501

Combating Drugs in America: Putting the Drug Strategy into Action. Hearing on Examining the Administration's Drug Strategy and How It Relates to the Violent Crime Control and Law Enforcement Act (Public Law 103-322) before the Committee on the Judiciary.United States Senate, One Hundred Third Congress, Second Session.
127p. L1 ED 403 507

Conditions of Continuing Employment for K-12 Public School Teachers in Minnesota. House Research Information Brief.
10p. L1 ED 404 309

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. L1 ED 403 858

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. L2 ED 404 053

Individuals with Disabilities Education Act Amendments of 1996. Report Together with Additional Views To Accompany S. 1578.

	161p.	L1	ED 403 885
The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.	225p.	L3	ED 403 921
Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.	80p.	L1	ED 404 311
Music for Blind and Physically Handicapped Individuals. Fact Sheet.	6p.	L1	ED 403 922
Regional and Subregional Libraries for the Blind and Physically Handicapped.	34p.	L1	ED 403 923

(134) Reference Materials - Vocabularies/Classifications

Baseball/Beisbol. Spanish-English, English-Spanish. Revised.	52p.	L2	ED 403 762
Dictionnaire de Fulfulde (Fulfulde Dictionary). Trainee's Book.	101p.	L1	ED 403 752
Driving: English-Spanish. Enlarged and Revised Edition.	51p.	L2	ED 403 763
From Afar to Zulu: A Dictionary of African Cultures.	212p.	L3	ED 404 258
Lexique Anglais-Francais et Francais-Anglais. Mathematqiues, Secondaire 7-12, Edition Provisoire (A Mathematics English-French, French-English Glossary for Secondary Schools, Grades 7-12, Provisional Edition).	88p.	L1	ED 404 116
The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.	303p.	L3	ED 403 575
The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.	333p.	L3	ED 403 574
Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.	43p.	L2	ED 403 764

(140) Reports - General

Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.	31p.	L1	ED 404 022
The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.	33p.	L1	ED 404 017
Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.	100p.	L1	ED 403 857

Tulsa Community College, Exploring America's Communities. Progress Report.	8p.	L1	ED 403 960
Tyler Junior College, Exploring America's Communities.	7p.	L1	ED 403 961
UIAGM Ropehandling Techniques.	14p.	L1	ED 404 086
Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.	229p.	L1	ED 403 859
University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.	21p.	L1	ED 403 964
University and Community College System of Nevada Report to the Legislature: Planning Report, 1997-2001.	49p.	L1	ED 403 965
University and Public School Collaboration: Developing More Effective Teachers through Field-Based Teacher Preparation and New Teacher Support Programs.	10p.	L1	ED 404 315
University of Hawaii Leeward Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 947
University of Kentucky Southeast Community College, Exploring America's Communities. Progress Report.	6p.	L1	ED 403 958
Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.	12p.	L1	ED 403 894
Using Content-Area-of-the-Day Contributions To Help Preservice Teachers Make Connections across the Curriculum.	10p.	L1	ED 403 536
Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.	7p.	L1	ED 404 087
Using Reflection/Review Journals in Japanese Classrooms.	13p.	L1	ED 403 778
Valencia Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 962
Values, Technology, and Social Studies.	15p.	L1	ED 404 286
Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.	17p.	L1	ED 404 056

Fall 1996 Student Profile Based upon Fourth Week Census Data.	6p.	L1	ED 403 974
The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).	13p.	L1	ED 404 200
Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.	14p.	L2	ED 404 039
Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.	14p.	L1	ED 403 547
From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.	16p.	L1	ED 403 737
Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.	252p.	L3	ED 403 850
Gender and Ability Differences in Children's Writing.	20p.	L1	ED 404 338
Gender Differences in Attitude toward Science.	24p.	L1	ED 404 132
Gender Differences of Gifted and Talented Students on Mathematics Performance.	11p.	L1	ED 404 161
Gender Representation in Children's Science Book Visuals: A Comparative Study.	11p.	L1	ED 404 192
A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.	130p.	L1	ED 404 238
Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.	42p.	L1	ED 403 817
Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.	58p.	L1	ED 403 819
Green in Green: A Study of Inner Disconnection, Its Implications and Rectification.	11p.	L1	ED 404 048
Growing Young Minds. AT&T Teachers for Tomorrow Program. Final Report.	28p.	L1	ED 404 302
High Achieving Classrooms for Minority Students: A Study of Three Teachers.	33p.	L1	ED 404 384

to Global Warming.	14p.	L1	ED 404 162
Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.	52p.	L1	ED 404 356
Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.	58p.	L1	ED 403 714
Composition and Civic Education.	7p.	L1	ED 403 561
A Computerized Cataloging System for an Outdoor Program Library or Resource Center.	14p.	L1	ED 404 069
Conceptions of Quality Learning Held by High School and University Physics Teachers.	33p.	L1	ED 404 130
Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.	9p.	L1	ED 404 202
Constructivism and Arts Based Programs.	14p.	L1	ED 404 007
Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.	46p.	L1	ED 404 128
The Constructivist Approach to Science and Technology.	9p.	L1	ED 403 988
Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.	15p.	L1	ED 404 201
Contextual Learning Issues.	30p.	L1	ED 403 482
Cooperative Web Development and Maintenance.	13p.	L1	ED 403 893
Core Directions in HRD.	32p.	L1	ED 403 478
The Cost of Becoming an Outdoor Instructor.	6p.	L2	ED 404 045
Cross-Cultural HRD.	24p.	L1	ED 403 481
Cultural Factors Influencing the Communicative Process in the Diverse Classroom.	13p.	L1	ED 404 381
Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).			

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.	7p.	L1	ED 404 087
Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.	27p.	L1	ED 404 349
Using Qualitative Research To Define Statewide Professional Personnel Development.	36p.	L1	ED 403 459
Using Reflection/Review Journals in Japanese Classrooms.	13p.	L1	ED 403 778
View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.	7p.	L1	ED 403 879
Views of British Parents about Special Education Services for Their Child with Mental Disabilities.	11p.	L1	ED 403 722
Views of Instructional Supervision: What Do the Textbooks Say?	21p.	L1	ED 403 641
Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.	30p.	L1	ED 403 770
Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.	15p.	L1	ED 404 001
What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).	16p.	L1	ED 403 554
What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.	13p.	L1	ED 403 553
What's in a Name?	9p.	L1	ED 403 581
When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.	8p.	L1	ED 404 088
Whitewater River Accident Analysis.	10p.	L1	ED 404 089
Why Is Outdoor Recreation Worth $30 Million to the Air Force?	30p.	L1	ED 404 076
Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.	16p.	L1	ED 404 134
Workforce Issues.	31p.	L1	ED 403 473
Wow! This Librarian and these Librarians Are Magic! The World			

24p. L2 ED 404 241

Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.
179p. L3 ED 404 240

Does Your Project Have a Copyright Problem? A Decision-Making Guide for Librarians.
259p. L3 ED 403 918

Early Literacy: The Empowerment of Technology.
178p. L3 ED 404 040

Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.
314p. L3 ED 404 425

Effective Science Teaching. Developing Science and Technology Education.
126p. L3 ED 404 122

Electronic Resources: Selection and Bibliographic Control.
252p. L3 ED 403 917

Enhancing Access to Information: Designing Catalogs for the 21st Century.
243p. L3 ED 403 916

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.
182p. L3 ED 403 908

Environmental Education for Empowerment: Action Research and Community Problem Solving.
141p. L3 ED 404 172

Envisioning Process as Content: Toward a Renaissance Curriculum.
279p. L2 ED 403 664

Equality and Inequality in Education Policy.
314p. L3 ED 404 409

Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.
142p. L3 ED 404 185

Evaluation Methods Sourcebook.
213p. L3 ED 404 342

Finding Your Way As a Counselor.
153p. L2 ED 403 509

From Afar to Zulu: A Dictionary of African Cultures.
212p. L3 ED 404 258

From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.
88p. L1 ED 404 391

The Frugal Youth Cybrarian: Bargain Computing for Kids.
321p. L3 ED 403 920

Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.

A Global Education Program for the High Schools of Adams County, Ohio. Applied Project.
130p. L1 ED 404 238

The Poet in the Warehouse. Creative Writing as Inquiry: Using Imaginative Writing To Explore Other Disciplines.
216p. L1 ED 403 577

(041) Dissertations/Theses - Doctoral Dissertations

Assessment and Realistic Mathematics Education.
303p. L3 ED 404 182

Elementary Teachers' and Principals' Perceptions of Principal Leadership Style and School Social Organization.
125p. L1 ED 403 637

(042) Dissertations/Theses - Masters Theses

Improving Students' Writing Skills through Language and Background Development and the Use of Technology.
71p. L1 ED 403 598

(043) Dissertations/Theses - Practicum Papers

American Indian Education in the Chicago Public Schools: Another Look.
49p. L1 ED 404 049

The Development and Implementation of a Developmentally Appropriate Curriculum that Meets the Expectations of African American Parents.
145p. L1 ED 404 383

Increasing Attendance of Innercity Youths.
66p. L1 ED 404 382

A Textbook Approach Versus an Integrated Approach in Social Studies.
39p. L2 ED 404 249

(050) Guides - General

The PhotoReading Whole Mind System.
150p. L3 ED 403 538

The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.
117p. L3 ED 403 594

Teen Legal Rights: A Guide for the 90's.
256p. L3 ED 403 503

Windows of Opportunity: Mathematics for Students with Special Needs.
476p. L2 ED 404 115

(051) Guides - Classroom - Learner

Actions for Health: Grade 4. Contemporary Health Series.
419p. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. L2 ED 404 296

Century.	243p.	L3	ED 403 916
Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.	182p.	L3	ED 403 908
Environmental Education for Empowerment: Action Research and Community Problem Solving.	141p.	L3	ED 404 172
Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community.	171p.	L2	ED 403 668
External Funding Considerations for Obtaining Research and Training Grants.	13p.	L1	ED 403 454
Family Functioning: The Impact of a Child with Special Needs. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps. MITCH Module 4.	97p.	L1	ED 403 677
From Cradle to School: A Practical Guide to Racial Equality in Early Childhood Education and Care. Revised.	88p.	L1	ED 404 391
The Frugal Youth Cybrarian: Bargain Computing for Kids.	321p.	L3	ED 403 920
G is for Geography: Children's Literature and the Five Themes.	112p.	L2	ED 404 234
Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.	178p.	L3	ED 403 627
Global Education.	50p.	L1	ED 404 222
Go For the Gold...Read! Louisiana Summer Reading Program, 1996.	270p.	L1	ED 403 913
Grants for Beginners: The Painless Guide for Teachers.	13p.	L1	ED 404 321
The Great Acting Teachers and Their Methods.	223p.	L3	ED 403 607
A Guide for Pupil Personnel Specialists. Schools in an Aging Society. Series .	68p.	L1	ED 403 499
A Handbook for Developing Multicultural Awareness. Second Edition.	325p.	L2	ED 403 512
Handbook for Successful Inclusion.	220p.	L3	ED 403 708
Hazardous Materials Management Technology Programs. National Voluntary Skills Standard. Implementation Guide.	71p.	L1	ED 403 445

104th Congress, 2d Session.
254p. L1 ED 403 716

Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.
43p. L1 ED 404 047

Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.
62p. L2 ED 404 226

Report of the Legislative Commission on Children, Youth and Their Families (LCCYF) to the Minnesota Legislature, 1994.
73p. L1 ED 403 981

Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.
97p. L1 ED 403 661

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
229p. L1 ED 403 859

Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.
144p. L1 ED 403 875

(100) AudioVisual Non-Print Materials

Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.
p. L3 ED 404 233

Differences Make Us Stronger. Diversity in the Library. Videotape.
p. L3 ED 403 902

Find It All at the Library! An Introduction to the Library for Children. Videotape.
p. L3 ED 403 901

It's Elementary. Talking about Gay Issues. Videotape.
p. L3 ED 404 318

Portrait of Promise: Preventing Shaken Baby Syndrome. Videotape.
p. L3 ED 403 990

Proud of Two Languages. Videotape.
p. L3 ED 403 769

Social Skills Instruction: A Collaborative Approach.
280p. L2 ED 403 694

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. L1 ED 404 307

(101) Computer Programs

Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.
352p. L1 ED 403 695

Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.
79p. L1 ED 403 856

Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.
285p. L1 ED 404 042

Illinois Cooperative Work Study Program. Fiscal Year 1997 Grant Allocations.
21p. L1 ED 403 858

In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.
25p. L1 ED 403 609

Kids Count Alaska Data Book: 1996.
115p. L1 ED 404 028

Land Access, Protection and Permits.
8p. L1 ED 404 081

Profiles of Learning for the State's High School Graduation Rule. House Research Information Brief.
4p. L1 ED 403 651

The Reality of Dyslexia.
160p. L3 ED 403 542

Reliving the History of WAC--Every Day.
5p. L1 ED 403 597

State University of New York. Performance Indicators Report.
38p. L1 ED 403 865

The State's High School Graduation Rule. House Research Information Brief.
9p. L1 ED 403 652

Straight Talk and Honest Writing.
4p. L1 ED 403 596

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. L1 ED 403 862

(141) Reports - Descriptive

Academic Infotecture: Course Design for Cyberschool.
23p. L1 ED 403 854

The Accelerated Schools Project: Pope Elementary School, 1993-94.
44p. L1 ED 404 054

Action Learning.
33p. L1 ED 403 464

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. L1 ED 404 219

What Does Cultural Identity Have To Do with the Preparation of Teachers? Case Studies of "Culturally-Aware" Teachers.
13p. L1 ED 403 553

When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.
8p. L1 ED 404 088

Whitewater River Accident Analysis.
10p. L1 ED 404 089

Why Is Outdoor Recreation Worth $30 Million to the Air Force?
30p. L1 ED 404 076

Workforce Issues.
31p. L1 ED 403 473

Writing Framework and Specifications for the 1998 National Assessment of Educational Progress.
69p. L1 ED 403 592

Yahoo! Cataloging the Web.
10p. L1 ED 403 886

"Yakudoku" EFL Instruction in a Japanese High School Classroom.
42p. L1 ED 403 754

(142) Reports - Evaluative

Access to Information Technology: A Statewide Vision for Colorado.
34p. L1 ED 403 876

Across All Borders: International Information Flows and Applications. Collected Papers.
420p. L3 ED 403 903

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.
43p. L1 ED 404 363

Adolescents' Negotiations of Out-of-School Reading Discussions. Reading Research Report No. 77.
43p. L1 ED 403 551

AmeriCorps in the Field. Implementation of the National and Community Service Trust Act in Nine Study States.
65p. L2 ED 404 430

Anti-Racist Education Project: A Summary Report on the Extent of Implementation and Changes Found in Wards 11/12 Schools: 1991-92 to 1994-95. No. 223.
74p. L1 ED 404 403

Are the Teachers' Manuals in Basal Readers Helpful for Discussing Race in Multicultural Stories?
17p. L1 ED 403 541

The Art and Science of Web Server Management.
8p. L1 ED 403 891

Assessing School Work Culture: An Analysis and Strategy.

High Involvement Work Teams.	26p.	L1	ED 403 470
How Do Educators and Mothers Feel about Parental Involvement in an Early Childhood Classroom?	22p.	L1	ED 403 998
How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.	20p.	L1	ED 404 177
HRD & Business Outcomes.	29p.	L1	ED 403 463
HRD Academic Programs.	26p.	L1	ED 403 495
HRD in Selected Nations.	27p.	L1	ED 403 467
HRD Models in Europe.	18p.	L1	ED 403 469
I Am a Promise. The School Achievement of British African Caribbeans.	204p.	L3	ED 404 399
The Impact of External Resources on Conflict and Violence in Dating Relationships.	28p.	L1	ED 403 504
The Impact of Independent Colleges and Universities of Florida on the State Economy: Fiscal Year 1995. Research and Planning Report 96-16.	40p.	L1	ED 403 820
The Impact of KERA Writing Portfolios on First-Year College Writers.	16p.	L1	ED 403 576
The Impact of Nova Southeastern University on the South Florida Economy. Research and Planning Report 95-03.	31p.	L1	ED 403 814
The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.	46p.	L1	ED 403 872
The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.	9p.	L1	ED 403 620
Implementing a Multi-age Model in a New York City Public School.	22p.	L1	ED 404 033
Improving Social Behavior of Fifth through Eighth Grade Students through Curriculum Intervention and Teaching Practices.	79p.	L1	ED 403 979
In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.	25p.	L1	ED 403 609

8p. L1 ED 404 199

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. L1 ED 403 434

Democracy, Ethics and Program Planning.
7p. L1 ED 403 448

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. L1 ED 403 738

Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.
14p. L1 ED 403 749

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. L1 ED 404 203

Dialogic Bonds and Boundaries.
6p. L2 ED 403 565

Discontinuities in Science Teaching: A Developmental Analysis.
15p. L1 ED 404 135

Diversity in the Workplace.
22p. L1 ED 403 488

Educating the Leader in the Use of Leadership Styles To Enable Greater Motivation of Followers.
8p. L2 ED 404 043

Education and Science in Africa: Possible Ways of Improvement in the Next Decade. International Commission on Education for the Twenty-First Century, Working Group on Education and Science (Paris, France, January 10-11, 1994).
9p. L1 ED 404 209

Education and Tolerance. International Commission on Education for the Twenty-First Century.
22p. L1 ED 404 210

Education for the Future: New Counseling Paradigms for Adult Education.
8p. L1 ED 403 456

Education Systems in Sub-Saharan Africa: Diagnostic Elements and Recommendations. International Commission on Education for the Twenty-First Century. Draft Version.
15p. L1 ED 404 205

Educational Assessment as Invitation for Dialogue.
34p. L1 ED 403 622

Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).
14p. L1 ED 404 211

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.

Wide Web and Its Use in a Medium Sized Public Library.	7p.	L1	ED 403 889
Writing for a Reader: Does the Nature of the Reader Make a Difference?	23p.	L1	ED 403 780
Writing in Action: Observing Students and the Teaching of Writing in the General Education Curriculum.	5p.	L1	ED 403 579
Yahoo! Cataloging the Web.	10p.	L1	ED 403 886

(160) Tests/Questionnaires

AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.	484p.	L3	ED 403 729
AEPS Measurement for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 1.	342p.	L3	ED 403 728
AEPS Measurement for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 3.	379p.	L3	ED 403 730
Assessing Needs of Graduate Students at William Carey College.	18p.	L1	ED 403 794
Assessing School Work Culture: An Analysis and Strategy.	33p.	L1	ED 404 339
Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.	39p.	L1	ED 404 013
A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.	38p.	L1	ED 404 293
College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.	34p.	L1	ED 403 785
Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.	138p.	L1	ED 403 406
Counseling toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents.	282p.	L3	ED 403 505
Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.	439p.	L1	ED 403 759

	252p.	L3	ED 403 850
Generations and Identity: The Japanese American.	207p.	L3	ED 404 390
Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.	339p.	L3	ED 404 429
The Great Acting Teachers and Their Methods.	223p.	L3	ED 403 607
A Handbook for Developing Multicultural Awareness. Second Edition.	325p.	L2	ED 403 512
Handbook for Successful Inclusion.	220p.	L3	ED 403 708
Helping Your Child Start School: A Practical Guide for Parents.	224p.	L3	ED 404 026
High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.	96p.	L2	ED 403 665
Higher Education: Handbook of Theory and Research, Volume XII.	488p.	L3	ED 403 851
Hmong in America. Journey from a Secret War.	100p.	L3	ED 404 424
How It Works--Inside a School-College Collaboration. The Series on School Reform.	171p.	L3	ED 404 431
How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.	114p.	L3	ED 404 125
I Am a Promise. The School Achievement of British African Caribbeans.	204p.	L3	ED 404 399
In Defense of the Lifeworld. Critical Perspectives on Adult Learning.	258p.	L3	ED 403 427
Inquiry at the Window: Pursuing the Wonders of Learners.	159p.	L3	ED 404 169
Integrative Life Planning. Critical Tasks for Career Development and Changing Life Patterns.	358p.	L3	ED 403 431
Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.	294p.	L3	ED 403 658
Issues in Early Childhood Curriculum. Yearbook in Early Childhood Education, Volume 2.	256p.	L3	ED 404 032
The Languages of Learning: How Children Talk, Write, Dance,			

Actions for Health: Grade 6. Contemporary Health Series.	438p.	L2	ED 404 297
Actions for Health: Kindergarten. Contemporary Health Series.	346p.	L2	ED 404 294
The Art and Science Connection. Hands-On Activities for Primary Students.	168p.	L3	ED 404 145
The Art and Science Connection: Hands-on Activities for Intermediate Students.	214p.	L3	ED 404 146
Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.	14p.	L1	ED 404 193
Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).	64p.	L2	ED 404 148
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. The Official Ellis Island Handbook.	179p.	L3	ED 404 240
Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.	513p.	L2	ED 404 275
Find It All at the Library! An Introduction to the Library for Children. Videotape.	p.	L3	ED 403 901
Geothermal Energy.	92p.	L1	ED 404 154
Get in the Act!: 60 Monologs, Dialogs and Skits for Teens.	178p.	L3	ED 403 627
How To Debate. Revised Edition. (A Speak Out, Write On! Book).	128p.	L3	ED 403 626
How To Solve Problems. For Success in Freshman Physics, Engineering, and Beyond. Third Edition.	114p.	L3	ED 404 125
How To Study for and Take College Tests.	6p.	L1	ED 404 378
Implementing a Novel Computer-Related Algebra Course. RAND Note.	201p.	L1	ED 404 100
Low Budget Biology. A Collection of Low Cost Labs and Activities.	358p.	L3	ED 404 141
19 Word List and Reading Exercises and Guide for Materials.	22p.	L1	ED 403 545
Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.	72p.	L2	ED 403 410

Health Care: Infection Control, Medication Administration, and Seizure Management. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 8.	103p.	L1	ED 403 681
Helping Your Child Start School: A Practical Guide for Parents.	224p.	L3	ED 404 026
High School Students Earning College Credit: A Guide to Creating Dual-Credit Programs.	96p.	L2	ED 403 665
How To Teach Self-Instruction of Job Skills. Innovations: AAMR Research to Practice Series, Number 2.	51p.	L1	ED 403 697
How To Use Child-Size Masterpieces for Art Appreciation: A Parent and Teacher Handbook for Matching, Pairing, Sorting, and Sequencing Postcard-Size Reproductions.	75p.	L2	ED 404 274
An IBM Compatible Participant Data Base System for Outdoor Programs.	11p.	L1	ED 404 070
Improving Work Efficiency: Job Training Based on Engineering Principles. Innovations: AAMR Research to Practice Series, Number 5.	31p.	L3	ED 403 700
Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation.	116p.	L1	ED 403 828
Infusing Transition into Individualized Education Programs.	49p.	L1	ED 403 718
Instruction on the Web: Authoring Tutorials in HTML.	12p.	L1	ED 403 898
Instruction that Addresses the Needs of the Individual Learner While Simultaneously Honoring and Teaching to the Diversity of All Learning Styles.	10p.	L1	ED 404 018
Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.	123p.	L1	ED 403 674
Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 13.	103p.	L1	ED 403 686
Iowa Guidelines for Educationally Related Occupational Therapy Services.	40p.	L1	ED 403 719
Iowa Guidelines for Educationally Related Physical Therapy Services.			

(102) Machine-Readable Data Files

Integrated Postsecondary Education Data System, 1994. CD-ROM .	p.	L3	ED 404 376
NAEP Primer.	110p.	L1	ED 404 374

(110) Numerical/Quantitative Data

Adjusting for Coverage Bias Using Telephone Service Interruption Data. National Household Education Survey of 1993. Technical Report.	43p.	L1	ED 404 363
An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.	308p.	L3	ED 404 096
Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.	92p.	L1	ED 404 273
Baselines and Benchmarks: Indicators of Well-Being for Iowa Children.	31p.	L1	ED 404 022
Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.	75p.	L2	ED 403 437
Challenges in Health Care: A Chartbook Perspective 1991.	130p.	L1	ED 403 670
Chartbook on Disability in the United States, 1996.	71p.	L1	ED 403 690
Condition of Higher Education in New Mexico, 1995.	57p.	L1	ED 403 831
County Data Book 1995: Kentucky Kids Count.	263p.	L1	ED 403 993
Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.	211p.	L3	ED 403 869
Enrollment, Success and Persistence of 1995 High School Graduates in Los Rios Community College District.	48p.	L1	ED 403 975
An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.	63p.	L1	ED 404 368
Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation	222p.	L1	ED 404 373
Fact Book Fiscal Year 1997.	49p.	L1	ED 403 823

Address Given by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, to the 140th Session of the Executive Board.	10p.	L1	ED 404 217
Adult Education School-to-Work Project. Final Report.	287p.	L1	ED 403 396
Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.	82p.	L1	ED 403 380
Aiming for Results: Stronger Families and Healthier Children in Georgia. A Report about the Family Connection.	69p.	L1	ED 404 020
Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.	17p.	L2	ED 403 736
American Pluralism in Microcosm: The City of Santa Ana as Text. Exploring America's Communities. Progress Report.	9p.	L1	ED 403 954
Anoka Ramsey Community College, Exploring America's Communities. Progress Report.	8p.	L1	ED 403 925
Arriba! Building Teamwork and a Ropes Course in Mexico.	6p.	L1	ED 404 078
Atlanta Metropolitan College, Exploring America's Communities: In Quest of Common Ground. Progress Report.	6p.	L1	ED 403 926
Australia's Vocational Education and Training System--Volume I. Annual National Report 1995.	48p.	L2	ED 403 387
Balancing Early Childhood Education and Work. Consultations with Key Groups about Striking a Balance: Families, Work, and Early Childhood Education.	39p.	L1	ED 404 013
Beacons of Hope: New York City's School-Based Community Centers. Program Focus.	17p.	L1	ED 404 402
Bergen Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.	8p.	L1	ED 403 927
Black River Technical College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 928
Bringing the Campus to the Student. New Mexico's Extended Learning Initiative: A Status Report.	78p.	L1	ED 403 849
Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.	8p.	L1	ED 403 558
Bronx Community College, Exploring America's Communities.			

33p. L1 ED 404 339

Assessing the Validity of the National Assessment of Educational Progress: NAEP Technical Review Panel White Paper.
41p. L1 ED 404 375

Basic Education in the Twenty-First Century. International Commission on Education for the Twenty-First Century (Vancouver, British Columbia, Canada, April 13-15, 1994).
7p. L1 ED 404 208

Bearing the Image of Model Minority: An Inside Look behind the Classroom Door.
22p. L1 ED 404 432

Building Bridges. Meeting Institutional Needs by Collaboration Through Interinstitutional Exchanges.
27p. L2 ED 403 826

Building Knowledge for a Nation of Learners: A Framework for Education Research 1997. A Report by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board.
122p. L1 ED 404 379

Buildings, Books, and Bytes: Libraries and Communities in the Digital Age. A Report on the Public's Opinion of Library Leaders' Visions for the Future.
52p. L1 ED 403 884

Can We Improve Science Literacy?
14p. L1 ED 404 129

Capacity Building for Neighborhood Development. An Analysis of the Chicago Approach.
33p. L1 ED 404 414

Career Development/Special Needs.
33p. L1 ED 403 484

Casting the Net: The Development of a Resource Collection for an Internet Database.
8p. L1 ED 403 897

Chicago's Two Public School Systems: Standardized Test Results Compared by Racial/Ethnic Groups.
28p. L1 ED 404 419

Children in the Urban Environment. Linking Social Policy and Clinical Practice.
243p. L3 ED 404 428

Codeswitching, Grammar, and Sentence Production: The Problem of Dummy Verbs.
26p. L1 ED 403 776

Cognitive Engagement in Cooperative Learning.
17p. L1 ED 404 352

Current Trends in Educational Reform. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
8p. L1 ED 404 199

Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.	31p.	L1	ED 403 534
Inservice Education Needs of Teachers Working with the Mentally Retarded.	34p.	L1	ED 403 669
Instructional Delivery.	23p.	L1	ED 403 476
Instructional Technology.	19p.	L1	ED 403 471
Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.	10p.	L1	ED 404 323
An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.	120p.	L1	ED 403 444
The Invisible Worker: Highlights of the Ohio Migrant Farm Worker Safety Needs Assessment. Working Paper Series WP-024.	23p.	L1	ED 403 409
Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.	48p.	L1	ED 404 332
Juvenile Offenders and Victims: A National Report.	192p.	L1	ED 404 260
Language Background as a Variable in NAEP Mathematics Performance. NAEP TRP Task 3d: Language Background Study. Final Deliverable.	271p.	L1	ED 404 176
Latchkey Children: Are They Prepared for Self-Care.	17p.	L1	ED 404 025
Leadership and Management Development.	28p.	L1	ED 403 487
Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.	319p.	L3	ED 403 653
Learning English Electronically: Formative Evaluation in ESL Software.	10p.	L1	ED 403 877
Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.	18p.	L1	ED 404 207
Learning Organization.	20p.	L1	ED 403 479
Learning Research.	30p.	L1	ED 403 472
Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.			

	9p.	L1	ED 403 544
The Effect of the Science Learning Environment on Science Achievement and Equity.	32p.	L1	ED 404 111
The Effects of a Communicative Approach on the Mathematical Problem Solving Proficiency of Language Minority Students.	15p.	L1	ED 404 166
The Effects of Computers and Calculators on Computation and Geometry Achievement.	17p.	L1	ED 404 163
The Effects of Instructional Practices on Computation and Geometry Achievement.	16p.	L1	ED 404 164
The Enduring Heart of the Public Speaking Course.	8p.	L1	ED 403 623
English and Japanese: Cross-Cultural Comparison of Narrative Elicitation Patterns.	36p.	L1	ED 403 734
English Programs for Non-English Majors at Universities in Taiwan.	13p.	L1	ED 403 757
Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.	29p.	L2	ED 403 756
Establishing Curriculums through Effective Public Relations.	15p.	L1	ED 403 648
Evaluation Issues in HRD.	24p.	L1	ED 403 465
The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.	533p.	L2	ED 403 386
Evaluation Systems in HRD.	25p.	L1	ED 403 492
The Evolutionary Dynamics of Education Systems: Exposition on Institutional Development. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).	29p.	L1	ED 404 204
An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.	13p.	L1	ED 403 688
An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.	7p.	L1	ED 404 079
Experiences That Prevent Peaceful Learning.	10p.	L1	ED 404 400
Expertise in Organizations.			

The Economic Impact of the Arts in Alaska.	58p.	L2	ED 404 229
Educational Technology Trends. Technology Purhase Plans in U.S. Public Schools, Covering 1987-1996. Ninth Edition.	211p.	L3	ED 403 869
The Effect of the Science Learning Environment on Science Achievement and Equity.	32p.	L1	ED 404 111
Employability Skills Center.	511p.	L1	ED 403 384
The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.	533p.	L2	ED 403 386
Gender Differences in Attitude toward Science.	24p.	L1	ED 404 132
General Chemistry for Waste Handlers.	57p.	L1	ED 403 383
Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience with Nova Southeastern University. Research and Planning Report 96-05.	42p.	L1	ED 403 817
Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experiences. Research and Planning Report 96-06.	58p.	L1	ED 403 819
Implementing a Novel Computer-Related Algebra Course. RAND Note.	201p.	L1	ED 404 100
International Partnership in Educational Evaluation: The NEWLO Project.	21p.	L1	ED 404 345
An Investigation of Opinions toward Selected Educational Outcomes. Part 2: Business and Industry in Pennsylvania.	120p.	L1	ED 403 444
The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.	94p.	L1	ED 403 711
Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.	147p.	L1	ED 404 179
Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.	233p.	L1	ED 403 969

Draw, and Sing Their Understanding of the World.	186p.	L3	ED 404 021
Leading to Change: The Challenge of the New Superintendency. Jossey-Bass Education Series.	319p.	L3	ED 403 653
Leading Your Team to Excellence: How To Make Quality Decisions.	194p.	L2	ED 403 635
Leonard Bernstein: A Passion for Music. A JPS Young Biography.	74p.	L2	ED 404 285
The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries/Librarians, Books/Newspapers, Publishers/Booksellers. Second Edition.	225p.	L3	ED 403 921
Making Progress: Education and Culture in New Times.	156p.	L3	ED 404 392
Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.	237p.	L3	ED 404 174
Meeting the Standards: Improving Middle Level Teacher Education.	147p.	L1	ED 404 325
Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.	228p.	L3	ED 403 568
Multicultural Counseling in Schools: A Synergetic Approach.	333p.	L2	ED 403 510
The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.	192p.	L3	ED 403 905
The New Language of Work.	215p.	L3	ED 403 428
New Ways of Writing: A Handbook for Writing with Computers.	216p.	L3	ED 403 593
No Neutral Ground: Standing by the Values We Prize in Higher Education.	231p.	L3	ED 403 864
Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.	211p.	L3	ED 404 427
Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.	116p.	L3	ED 404 231
The Organization of the Future. The Drucker Foundation Future Series.	397p.	L3	ED 403 655
The Organizational Learning Cycle. How We Can Learn Collectively.	141p.	L3	ED 403 439

Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.
395p. L2 ED 403 411

Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.
200p. L2 ED 403 412

Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.
124p. L2 ED 403 413

Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.
178p. L2 ED 403 414

Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.
109p. L2 ED 403 415

Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.
67p. L2 ED 403 416

Rainbows: Stories and Customs from Around the World. Grades 3-6.
82p. L1 ED 404 282

This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.
85p. L2 ED 404 224

Water Resource Management. Student Guide and Teacher's Guide.
198p. L2 ED 404 113

We Depend on Illinois' Environment.
153p. L1 ED 404 120

(052) Guides - Classroom - Teacher

Acceleration as a Means of Individualizing Instruction for Gifted Students in Rural Schools: A Preservice Rural Special Education Module.
121p. L1 ED 404 066

ACE Parking Workplace Education.
84p. L1 ED 403 382

Achievement for African-American Students: Strategies for the Diverse Classroom.
132p. L2 ED 404 422

Actions for Health: Grade 4. Contemporary Health Series.
419p. L2 ED 404 295

Actions for Health: Grade 5. Contemporary Health Series.
395p. L2 ED 404 296

Actions for Health: Grade 6. Contemporary Health Series.
438p. L2 ED 404 297

Actions for Health: Kindergarten. Contemporary Health Series.
346p. L2 ED 404 294

36p. L1 ED 403 720

Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.
9p. L1 ED 403 812

Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.
139p. L1 ED 404 110

Leading Your Team to Excellence: How To Make Quality Decisions.
194p. L2 ED 403 635

Learning Site Analysis Form. Reference Guide. Connections: Linking Work and Learning Series.
108p. L1 ED 403 650

Legal Issues in Clinical Supervision. ACA Legal Series, Volume 10.
94p. L2 ED 403 531

Legal Issues in Licensure. ACA Legal Series, Volume 11.
73p. L2 ED 403 532

Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.
7p. L1 ED 404 071

Listening and Sensory Integration: What To Do before Speech and Language Develop. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 5.
103p. L1 ED 403 678

Making the Most of Student Performance Data. Innovations: AAMR Research to Practice Series, Number 3.
75p. L3 ED 403 698

Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.
28p. L1 ED 404 112

Mathematics: An Introduction to the NCTM Standards.
25p. L2 ED 404 190

Measuring Up: Prototypes for Mathematics Assessment.
173p. L2 ED 404 102

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps.
128p. L1 ED 403 672

Models for Improving College Teaching: A Faculty Resource. ASHE-ERIC Higher Education Report No. 6, 1995.
143p. L1 ED 403 811

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.
4p. L1 ED 403 810

Motor Development: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary

Facts and Figures. A Compendium of Statistics on Ontario Universities. Volume 4.	249p.	L2	ED 403 847
Faculty Workload Report, Fall 1996.	15p.	L1	ED 403 963
Fall 1996 Enrollment, North Dakota Institutions of Higher Education.	62p.	L1	ED 403 798
Federal Support for Education. Fiscal Years 1980 to 1996.	55p.	L1	ED 404 364
Findings from Vocational Education in the United States: The Early 1990s.	28p.	L1	ED 403 460
Health Conditions and Impairments Causing Disability. Disabililty Statistics Abstract, Number 16.	5p.	L1	ED 403 710
Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.	154p.	L1	ED 404 187
Idaho Kids Count Data Book, 1994: Profiles of Child Well-Being.	285p.	L1	ED 404 042
The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.	31p.	L2	ED 403 848
International Education Indicators: A Time Series Perspective.	129p.	L1	ED 404 365
Juvenile Offenders and Victims: A National Report.	192p.	L1	ED 404 260
Kids Count 1995 Data Book on Louisiana's Children.	190p.	L1	ED 404 011
Kids Count Alaska Data Book: 1996.	115p.	L1	ED 404 028
Louisiana Libraries. A Report on the Economic and Service Impact of Louisiana Libraries.	8p.	L1	ED 403 915
Maryland 1994 KIDS COUNT Factbook.	157p.	L1	ED 404 031
Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.	141p.	L1	ED 403 970
Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.	93p.	L1	ED 403 971

Progress Report.	8p.	L1	ED 403 929
Butler County Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 930
The Canadian Association of Nordic Ski Instructors: Instructor Certification Model.	7p.	L1	ED 404 068
Carroll Community College, Exploring America's Communities. Progress Report.	6p.	L1	ED 403 931
Celebrations & Challenges: A Report on Science Education Improvement.	78p.	L1	ED 404 188
Central Florida Community College, Exploring America's Communities. Progress Report.	6p.	L1	ED 403 932
The Challenge of Teaching Quantitative Skills to Students with Limited Mathematical Background.	17p.	L1	ED 403 853
Change Process in Organizations.	27p.	L1	ED 403 475
Chesterfield/Marlboro Technical College, AACC Progress Report.	8p.	L1	ED 403 933
Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.	27p.	L1	ED 404 065
Civis Polonus: A Draft Proposal for the Development of Active Citizenship among Poland's Youth.	12p.	L1	ED 404 197
Collin County Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 934
Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.	58p.	L1	ED 403 714
Community Inclusion Outreach Training Project. Final Report.	970p.	L1	ED 403 707
A Computerized Cataloging System for an Outdoor Program Library or Resource Center.	14p.	L1	ED 404 069
Condition of Higher Education in New Mexico, 1995.	57p.	L1	ED 403 831
Constraints, Dangers, and Challenges of the Twenty-First Century. International Commission on Education for the Twenty-First Century.	9p.	L1	ED 404 202

DATAWave. Volume 3, Numbers 1-7.	32p.	L2	ED 404 344
Degrees of Consciousness in the Communication of Actions and Events on the Visual Cliff. No. 58.	40p.	L1	ED 404 351
Didactique de la comprehension orale et sensibilisation aux langue etrangere. Tomes 1 et 2. Publications B-203 et 204. (The Teaching of Listening and 204. (The Teaching of Listening Comprehension and Sensitization to Varieties of Oral Spanish: Experimentin Foreign Language Teaching. Volumes 1 and 2). Publications B-203 and 204.	439p.	L1	ED 403 759
Dispelling Myths: A Comparison of Spending for Public Education in Chicago and Its Suburbs.	37p.	L1	ED 404 413
Do Districts Enrolling High Percentages of Minority Students Spend Less? Issue Brief.	4p.	L1	ED 404 404
Due Process Hearings: An Update. Final Report.	31p.	L1	ED 403 717
Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.	314p.	L3	ED 404 425
Education for Reconstruction.	83p.	L1	ED 403 636
The Effect of the Science Learning Environment on Science Achievement and Equity.	32p.	L1	ED 404 111
The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.	42p.	L1	ED 403 803
Enhancing Sensitivity to Human Needs: EFL Learners in Taiwan.	29p.	L2	ED 403 756
Evaluation Methods Sourcebook.	213p.	L3	ED 404 342
An Evaluation of the Robustness of the NAEP Trend Lines for Racial/Ethnic Subgroups. NAEP TRP Task 3h: Non-Cognitive Variables.	63p.	L1	ED 404 368
Evaluation of Violence Prevention Programs in Middle Schools. National Institute of Justice Update.	4p.	L1	ED 404 420
An Evolving Sexual Health Education Programme: From Health Workers to Teachers.	72p.	L2	ED 404 336
Family-School Cooperation through Action-Research.	7p.	L1	ED 403 982

	28p.	L1	ED 404 331
Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.	26p.	L1	ED 404 330
Literacy Acquisition through Literature. Report Series 7.11.	16p.	L1	ED 403 587
Literacy in Transition: Home and School Influences. Reading Research Report No. 62.	37p.	L1	ED 403 540
Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.	19p.	L1	ED 403 774
A Longitudinal Study of Preservice Elementary Teachers' Personal and Science Teaching Efficacy.	21p.	L1	ED 404 127
Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.	17p.	L1	ED 404 178
Mapping Test Items to the 1992 NAEP Mathematics Achievement Level Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance.	147p.	L1	ED 404 179
Maryland 1994 KIDS COUNT Factbook.	157p.	L1	ED 404 031
Math Assessment with Manipulatives for Hispanic Limited English Proficient Students.	40p.	L1	ED 403 739
Mathematical Knowledge and the Intermediate School Teacher.	9p.	L1	ED 404 147
Maths and Science on the Line: Australian Junior Secondary Students' Performance in the Third International Mathematics and Science Study. TIMSS Australia Monograph No. 1.	237p.	L3	ED 404 174
Measures of Progress: 1995 Project Follow-Up, American River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.	141p.	L1	ED 403 970
Measures of Progress: 1995 Project Follow-Up, Cosumnes River College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.	93p.	L1	ED 403 971
Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.			

	26p.	L1	ED 403 483
Explaining Science Self-Efficacy.	13p.	L1	ED 404 133
External Funding Considerations for Obtaining Research and Training Grants.	13p.	L1	ED 403 454
Factors Affecting Gains in Career Preparation: A Comparison of Vocational Groups. ASHE Annual Meeting Paper.	22p.	L2	ED 403 786
Faculty Diversity and Regional Accreditation: Crucial Issues and a Survey of Academic Leaders. ASHE Annual Meeting Paper.	21p.	L1	ED 403 789
Family-School Cooperation through Action-Research.	7p.	L1	ED 403 982
The Financing of Education Systems. International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).	13p.	L1	ED 404 200
Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.	8p.	L1	ED 403 566
The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.	36p.	L1	ED 403 895
Fish Hoek Middle School: Issues of Education Reform in South Africa.	15p.	L1	ED 404 005
Focusing on Child-Constructed Stories: Videotaping Classroom Play Centers.	14p.	L2	ED 404 039
Focusing on Kindergarten Children's Literacy Development: A Tale of Two Practices.	14p.	L1	ED 403 547
The Formalized Learning Style of Japanese Students.	12p.	L1	ED 403 755
From "Hujambo" to "Molo": Study of and Interest in African Languages among African Americans.	16p.	L1	ED 403 737
From Lab to Library: The Web's Effect on Teaching the Internet.	4p.	L1	ED 403 899
Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.	28p.	L1	ED 404 348
Gender and Ability Differences in Children's Writing.	20p.	L1	ED 404 338
Gender Differences in Attitude toward Science.	24p.	L1	ED 404 132

Measuring Up: Prototypes for Mathematics Assessment.
173p. L2 ED 404 102

National K-12 Foreign Language Resource Center Evaluation Report.
110p. L1 ED 403 746

Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.
67p. L1 ED 404 355

Professional Development School 1995-96. A Research Report.
95p. L1 ED 404 306

Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.
157p. L1 ED 403 835

The Status of the Elementary Social Studies in Delaware: Views from The Field.
46p. L1 ED 404 239

Student Appraisal of Library Services. Survey Results.
177p. L1 ED 403 904

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-12.
32p. L1 ED 403 818

A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.
43p. L1 ED 403 647

Sweetwater National Workplace Literacy Project. Final Report.
77p. L1 ED 403 381

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. L1 ED 403 506

Theodore M. Hesburgh Award for Faculty Development To Enhance Undergraduate Teaching and Learning, 1997.
19p. L1 ED 403 862

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
44p. L1 ED 404 012

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. L1 ED 403 459

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. L1 ED 403 422

Using the Internet on a Business English Course.
8p. L1 ED 403 743

Vocabulary Acquisition in an Academic Discipline: ESL Learners

Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.	232p.	L3	ED 403 537
Partners in Play: An Adlerian Approach to Play Therapy.	228p.	L2	ED 403 520
Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.	91p.	L3	ED 403 995
Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.	204p.	L2	ED 404 312
Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.	340p.	L3	ED 404 423
Positive: HIV Affirmative Counseling.	294p.	L2	ED 403 529
Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.	183p.	L3	ED 403 906
Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.	291p.	L2	ED 404 328
The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.	303p.	L3	ED 403 575
The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.	333p.	L3	ED 403 574
The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.	178p.	L3	ED 403 657
Quality Assurance in Continuing Professional Education. An Analysis.	215p.	L3	ED 403 441
Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.	81p.	L3	ED 404 398
Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.	244p.	L3	ED 404 408
The Reality of Dyslexia.	160p.	L3	ED 403 542
Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.	170p.	L3	ED 404 091
Research Ideas for the Classroom: Early Childhood Mathematics.	390p.	L3	ED 404 142

Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.	62p.	L1	ED 404 183
Adult Education School-to-Work Project. Final Report.	287p.	L1	ED 403 396
AEPS Curriculum for Three to Six Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 4.	284p.	L3	ED 403 731
Architecture. Intermediate ThemeWorks. An Integrated Activity Bank.	70p.	L2	ED 404 284
Art and Music in America. Looking at Art: Thomas Cole, "The Oxbow" and Listening to Music: Edward MacDowell, "To a Wild Rose." Multimedia.	p.	L3	ED 404 233
Art Projects for Young Children.	146p.	L2	ED 404 271
Australians All: A Study Unit on Contemporary Australia for Secondary Schools and Teacher's Resource Guide.	14p.	L1	ED 404 193
Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 266
Bievenidos: A Monthly Bilingual/Bicultural Teacher's Resource Guide to Mexico & Hispanic Culture.	303p.	L2	ED 404 280
The Big Bad Wolf and Stereotype and Bias in the Media.	11p.	L1	ED 403 613
Biology 20-30: Background, Exemplars and Resources.	156p.	L1	ED 404 138
Body Power! School-Based Weight Management for Middle School Adolescents. Leader's Manual.	191p.	L2	ED 403 397
Bring in the Arts: Lessons in Dramatics, Art, and Story Writing for Elementary and Middle School Classrooms.	207p.	L3	ED 404 225
Can We Improve Science Literacy?	14p.	L1	ED 404 129
Canning Canned Conversations.	14p.	L1	ED 403 777
Caribbean Connections: Overview of Regional History. Classroom Resources for Secondary Schools.	179p.	L1	ED 404 256
Caught'Ya! Grammar with a Giggle.	238p.	L3	ED 403 567
Celebrations of Diversity: A Supplementary Unit for Secondary Art Foundation.			

Training for Children with Handicaps: MITCH Module 9.	133p.	L1	ED 403 682
Moving Ahead: Program Review & Evaluation As Tools for Growth.	9p.	L1	ED 404 072
NAEP Primer.	110p.	L1	ED 404 374
The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.	192p.	L3	ED 403 905
Native Americans: Leaders in the 21st Century. A Comprehensive Statewide Plan for Indian Education.	43p.	L1	ED 404 047
New Jersey Mathematics Curriculum Framework.	679p.	L1	ED 404 181
New Ways of Writing: A Handbook for Writing with Computers.	216p.	L3	ED 403 593
NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.	449p.	L1	ED 403 983
NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.	676p.	L1	ED 403 984
NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.	915p.	L1	ED 403 985
NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.	836p.	L1	ED 403 986
NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.	1416p.	L1	ED 403 987
Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.	116p.	L3	ED 404 231
Nutrition and Feeding Practices: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 10.	165p.	L1	ED 403 683
Opportunities for Daily Choice Making. Innovations: AAMR Research to Practice Series, Number 8.	51p.	L3	ED 403 703
Opportunity-To-Learn Standards for Arts Education: Dance, Music, Theatre, Visual Arts.	62p.	L2	ED 404 226
Outdoor Program Management Concepts for the 90's.	6p.	L1	ED 404 073

Measures of Progress: 1995 Project Follow-Up, Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College). Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II--Frequencies and Percents by District, College and Academic Program.
233p. L1 ED 403 969

Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.
111p. L1 ED 403 972

NAEP TRP Task 3e: Achievement Dimensionality, Section A.
182p. L1 ED 404 369

Oklahoma Kids Count Factbook '96.
147p. L1 ED 403 994

One in Four: America's Youngest Poor.
88p. L3 ED 404 030

Performance Indicators of California Higher Education, 1995.
99p. L1 ED 403 806

Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
95p. L1 ED 403 832

A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.
61p. L1 ED 403 781

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1994 - June 30, 1995.
85p. L1 ED 403 799

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education July 1, 1995 - June 30, 1996.
83p. L1 ED 403 800

School Enrollment - Social and Economic Characteristics of Students: October 1994.
171p. L1 ED 404 359

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures. March 1995.
67p. L1 ED 403 833

Scorecard on Colorado Public Higher Education. Supporting Data Tables. March 1995.
179p. L1 ED 403 834

Spring 1996 Enrollment. South Dakota Public and Private Colleges and Universities.
211p. L1 ED 403 830

Constructivism and Arts Based Programs.	14p.	L1	ED 404 007
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume IV. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 387
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume V. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 388
Contemporary American Success Stories: Famous People of Hispanic Heritage. Volume VI. A Mitchell Lane Multicultral Biography Series.	96p.	L3	ED 404 389
Contextual Learning Issues.	30p.	L1	ED 403 482
Cooperative Web Development and Maintenance.	13p.	L1	ED 403 893
Core Directions in HRD.	32p.	L1	ED 403 478
The Cost of Becoming an Outdoor Instructor.	6p.	L2	ED 404 045
County Data Book 1995: Kentucky Kids Count.	263p.	L1	ED 403 993
Cumberland County College, AACC Progress Report.	7p.	L1	ED 403 935
Customer Service in the Information Environment. Information Services Management Series.	144p.	L3	ED 403 909
Danville Area Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 936
Differences Make Us Stronger. Diversity in the Library. Videotape.	p.	L3	ED 403 902
Distance Education at Nova Southeastern University. Research and Planning Report 96-20.	53p.	L1	ED 403 822
Engineering Concepts in the High School Classroom: The Dartmouth/Thayer Problem-Solving Methods.	8p.	L1	ED 404 153
English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.	134p.	L1	ED 403 782
Enseignement des Sciences STS: Pour unifier les buts de l'enseignement des sciences. (STS Sciences Education: Unifying the Goals of Science Education).	64p.	L1	ED 404 099

Federal Support for Education. Fiscal Years 1980 to 1996.	55p.	L1	ED 404 364
The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.	36p.	L1	ED 403 895
A First-Year Evaluation Report of "Children Achieving": Philadelphia's Education Reform.	126p.	L1	ED 404 417
Fitting the Pieces: Education Reform That Works. Studies of Education Reform.	51p.	L1	ED 403 662
The Formalized Learning Style of Japanese Students.	12p.	L1	ED 403 755
From Lab to Library: The Web's Effect on Teaching the Internet.	4p.	L1	ED 403 899
Full Rank Multivariate Repeated Measurement Designs and Extended Linear Hypotheses.	28p.	L1	ED 404 348
Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.	339p.	L3	ED 404 429
Higher Education Urban Community Service: From Periphery to Core?	27p.	L1	ED 403 795
Higher Grade Examination Performance (1987-1994). Interchange No. 42.	12p.	L2	ED 404 360
How It Works--Inside a School-College Collaboration. The Series on School Reform.	171p.	L3	ED 404 431
Human Resources for Science & Technology: The European Region. Surveys of Science Resources Series Special Report.	154p.	L1	ED 404 187
Identifying Students at Risk of Low Achievement in NAEP and NELS.	123p.	L1	ED 404 372
Implementing a Novel Computer-Related Algebra Course. RAND Note.	201p.	L1	ED 404 100
The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.	30p.	L1	ED 404 347
Improving Students' Writing Skills through Language and Background Development and the Use of Technology.	71p.	L1	ED 403 598
International Education Indicators: A Time Series Perspective.	129p.	L1	ED 404 365
International Partnership in Educational Evaluation: The NEWLO Project.	21p.	L1	ED 404 345

	233p.	L1	ED 403 969
Measures of Progress: 1995 Project Follow-Up, Sacramento City College. Results of a Survey of 1993-94 Graduates and Non-Returning Students. Volume I of II: Frequencies and Percents by District, College and Academic Program.	111p.	L1	ED 403 972
Measures of Progress: Student Follow-up, 1984-1993. A Ten-Year Retrospective.	6p.	L1	ED 403 967
Meeting the Standards: Improving Middle Level Teacher Education.	147p.	L1	ED 404 325
Multidimensional Description of Subgroup Differences in Mathematics Achievement Data from the 1992 National Assessment of Educational Progress. Draft.	90p.	L1	ED 404 175
Narrative Structures in the Stories of Immersion Pupils in Their Second Language.	11p.	L1	ED 403 772
Navigation Maps in a Computer-Networked Hypertext Learning System.	24p.	L1	ED 403 882
Needs Assessment on Integration of Academic and Vocational Learning.	66p.	L1	ED 403 450
Negotiating Dissonance and Safety: Social Education in the Elementary Classroom.	22p.	L1	ED 404 252
Neighborhoods, Troubles, and Schooling: The Ecology of Philadelphia's Public Schools. Publication Series 95-13.	47p.	L1	ED 404 386
Orchestrating Work and Learning.	21p.	L1	ED 403 468
Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.	12p.	L1	ED 404 038
The Parent Professional Partnership: African American Parents' Participation in the Special Education Process. Final Report.	84p.	L1	ED 403 726
Part-Time Employment in Academe.	8p.	L2	ED 403 807
Partnership between Vocational Institutions and Welfare Programs.	17p.	L1	ED 403 432
Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies To Improve Schools.	204p.	L2	ED 404 312
Performance Improvement.	34p.	L1	ED 403 490

Gender Differences of Gifted and Talented Students on Mathematics Performance.	11p.	L1	ED 404 161
A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.	168p.	L2	ED 404 253
High Involvement Work Teams.	26p.	L1	ED 403 470
Higher Education Urban Community Service: From Periphery to Core?	27p.	L1	ED 403 795
How Do You Know When You Understand? Using Explanation To Monitor and Construct Mathematical Understanding.	20p.	L1	ED 404 177
HRD & Business Outcomes.	29p.	L1	ED 403 463
HRD Academic Programs.	26p.	L1	ED 403 495
HRD in Selected Nations.	27p.	L1	ED 403 467
HRD Integrity through Business-Research Partnerships. Keynote Presentation.	13p.	L1	ED 403 497
HRD Journals.	20p.	L1	ED 403 477
HRD Models in Europe.	18p.	L1	ED 403 469
HRD Town Forum.	15p.	L1	ED 403 462
An IBM Compatible Participant Data Base System for Outdoor Programs.	11p.	L1	ED 404 070
The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.	5p.	L1	ED 403 600
The Impact of External Resources on Conflict and Violence in Dating Relationships.	28p.	L1	ED 403 504
The Impact of KERA Writing Portfolios on First-Year College Writers.	16p.	L1	ED 403 576
The Impact of Online Technology on Teaching and Learning: Attitudes and Ideas of Educators in the Field.	46p.	L1	ED 403 872
The Impact of Videotaping on the Communication Apprehension and Self-Perceived Competency of Low Apprehensive Students.			

and Theology.
30p. L1 ED 403 770

Voluntary Group Participation by Third Age Australians.
64p. L1 ED 403 451

Washington School-to-Work Evaluation. Volume I. Interim Report.
28p. L1 ED 403 399

Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.
17p. L1 ED 404 056

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. L1 ED 403 691

(171) Multilingual/Bilingual Materials

Baseball/Beisbol. Spanish-English, English-Spanish. Revised.
52p. L2 ED 403 762

Driving: English-Spanish. Enlarged and Revised Edition.
51p. L2 ED 403 763

Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.
110p. L1 ED 403 766

Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.
242p. L1 ED 403 765

Gateways to a World of Family Information and Passerelles d'acces a un ocean d'information sur la famille (Bridges of Access to a Sea of Family Information).
33p. L2 ED 403 999

The Indigenous World 1993-94 = El Mundo Indigena 1993-94.
405p. L2 ED 404 053

Senales de Trafico. Ingles-Espanol = Traffic Signs. English-Spanish and English-Spanish Road Signs for American Tourists.
43p. L2 ED 403 764

Situations d'enseignment bilingue. Compte rendu des Premieres Recontres intersites a propos de l'apprentissage bilingue (1er, Bale, Suisse, janvier 20-22, 1994) = Bilingual Teaching Situations. Summary of Proceedings of an Intersite Conference on Bilingual Education (1st, Basel, Switzerland, January 20-22, 1994).
55p. L1 ED 403 768

Research Ideas for the Classroom: High School Mathematics.	320p.	L3	ED 404 144
Research Ideas for the Classroom: Middle Grades Mathematics.	368p.	L3	ED 404 143
Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.	332p.	L3	ED 403 796
The Rise of American Research Universities. Elites and Challengers in the Postwar Era.	319p.	L3	ED 403 860
Schools in the Great Depression. Studies in the History of Education Volume 2. Sarland Reference Library of Social Science Volume 1037.	203p.	L3	ED 404 254
Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.	160p.	L3	ED 404 121
Social Studies: Applications for a New Century.	235p.	L3	ED 404 243
Solo Parenting: Raising Strong & Happy Families.	192p.	L3	ED 403 992
The State of Americans: This Generation and the Next.	294p.	L3	ED 403 991
Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.	155p.	L2	ED 403 667
A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.	263p.	L2	ED 403 790
Successful Site-Based Management: A Practical Guide. Revised Edition.	202p.	L2	ED 403 666
Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.	135p.	L2	ED 403 511
Supporting Bilingual Learners in Schools.	148p.	L3	ED 403 753
The Teacher's Complete & Easy Guide to the Internet.	320p.	L3	ED 403 868
Teaching Well and Liking It: Motivating Faculty To Teach Effectively.	455p.	L3	ED 403 792
Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.	213p.	L3	ED 403 919

	142p.	L2	ED 404 287
Chemistry 20-30: Background, Exemplars and Resources.	108p.	L1	ED 404 137
The Classroom Teacher's Guide to Music Education.	174p.	L3	ED 404 195
Closing the Loop: Integrated Waste Management Activities for School & Home. K-12 Edition. A School-Based Waste Minimization and Education Program.	501p.	L2	ED 404 114
Communication in Action: Teaching Literature-Based Language Arts. Sixth Edition.	562p.	L3	ED 403 621
Creating & Managing Learning Centers: A Thematic Approach.	199p.	L2	ED 404 024
Cross Cultural Watershed Partners. Activities Manual.	150p.	L3	ED 404 173
Cycles for Science: Curriculum Supplement for Chemistry (Grades 9-12).	64p.	L2	ED 404 148
Developing Listening and Speaking Skills in the Intermediate Business Spanish Class.	14p.	L1	ED 403 749
Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects.	328p.	L3	ED 403 617
Do People Grow on Family Trees? Genealogy for Kids & Other Beginners. Teacher's Guide.	24p.	L3	ED 404 241
Drama and Music: Creative Activities for Young Children.	180p.	L2	ED 404 270
Drawing Insight: Teaching Visual Thinking through Art Concepts. Secondary Level. Student Materials: Book 1 and Teacher Lesson Plans: Book 1.	513p.	L2	ED 404 275
Early Literacy: The Empowerment of Technology.	178p.	L3	ED 404 040
EE Reference Collection.	295p.	L3	ED 404 170
Employability Skills Center.	511p.	L1	ED 403 384
English for Speakers of Other Languages: Adult ESOL Courses and Special Interest Courses. Revised.	326p.	L1	ED 403 783
English Language and Skills Training for Entry-Level Health Care Jobs. Program Guide.	134p.	L1	ED 403 782

Parents, Teachers and Community: Working Together. User's Guide for K-8 Educators and Parents. My America: Building a Democracy Series.	7p.	L2	ED 404 246
Partners in Play: An Adlerian Approach to Play Therapy.	228p.	L2	ED 403 520
Persuading on Paper: The Complete Guide to Writing Copy That Pulls in Business.	238p.	L3	ED 403 573
Pictures & Words Together: Children Illustrating and Writing Their Own Books.	177p.	L3	ED 403 569
Planning for Assessment: Mission Statements, Goals, and Objectives. A Guide for Colleges and Universities.	256p.	L3	ED 403 809
Portfolio Assessment. A Handbook for Middle Level Teachers.	83p.	L1	ED 404 326
Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.	183p.	L3	ED 403 906
A Practical Guide to Arts Participation Research. Research Division Report #30.	96p.	L1	ED 404 283
Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.	50p.	L1	ED 403 453
Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.	291p.	L2	ED 404 328
The Princeton Review: Word Smart II: How To Build a More Educated Vocabulary. First Edition.	303p.	L3	ED 403 575
The Princeton Review: Word Smart--Building an Educated Vocabulary. Revised Edition.	333p.	L3	ED 403 574
Principles of a Sound State School Finance System.	31p.	L2	ED 403 634
Psychological Factors in Wilderness Rescue.	23p.	L1	ED 404 055
Recognizing Choices in Community Settings by People with Significant Disabilities. Innovations: AAMR Research to Practice Series, Number 1.	36p.	L3	ED 403 696
Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.	11p.	L1	ED 404 074

The State of Americans: This Generation and the Next.	294p.	L3	ED 403 991
State University of New York. Performance Indicators Report.	38p.	L1	ED 403 865
Students Exiting School, 1993-94. Programs for Exceptional Students Data Report, Series 97-12.	325p.	L1	ED 403 724
Technology in Public Schools. Installed Base Technology in U.S. Public Schools, Covering 1981-1996. Fifteenth Edition.	209p.	L3	ED 403 870
Trends in Tuition and Other Basic Student Charges 1963-64 through 1996-97 with Typical Student Costs 1982-83 through 1996-97. Report No. 19-97.	97p.	L1	ED 403 844
Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.	229p.	L1	ED 403 859
Workforce Development Trends.	9p.	L2	ED 403 405

(120) Opinion Papers

Adult Literacy and Basic Skills Unit (ALBSU) Newsletter, 1993.	82p.	L1	ED 403 380
Against the Tide: Career Paths of Women Leaders in American and British Higher Education.	257p.	L3	ED 403 791
Alive and Deadly: Reviving and Maintaining Australian Indigenous Languages.	17p.	L2	ED 403 736
American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).	130p.	L1	ED 403 693
American Workforce Development. Community and Technical Colleges Prepare To Meet the Challenges. A Position Paper. Monograph Series.	25p.	L1	ED 403 452
Arriba! Building Teamwork and a Ropes Course in Mexico.	6p.	L1	ED 404 078
Beginning Reading Instruction: A Position Paper on Beginning Reading Instruction in Canadian Schools.	9p.	L1	ED 403 549
The big Chill: Changes in American Politics and Society from the Late 1960s to the Present.	19p.	L1	ED 403 839
Block Grant Funding: What It Means to Vocational-Technical Education.	7p.	L2	ED 403 424

Entrepreneurial Librarianship: The Key to Effective Information Services Management. Information Services Management Series.	182p.	L3	ED 403 908
Evaluation Issues in HRD.	24p.	L1	ED 403 465
The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-Registration Nursing, Midwifery and Health Visiting Education and Practice.	533p.	L2	ED 403 386
Evaluation Systems in HRD.	25p.	L1	ED 403 492
Expertise in Organizations.	26p.	L1	ED 403 483
Exploring America's Communities: A Report of Progress Made in Meeting Team Goals.	9p.	L1	ED 403 945
Exploring America's Communities: In Quest of Common Ground. Iowa Central Community Final Report.	9p.	L1	ED 403 942
Fact Book Fiscal Year 1997.	49p.	L1	ED 403 823
Find It All at the Library! An Introduction to the Library for Children. Videotape.	p.	L3	ED 403 901
Finding Your Way As a Counselor.	153p.	L2	ED 403 509
Fish Hoek Middle School: Issues of Education Reform in South Africa.	15p.	L1	ED 404 005
Food, Nutrition and Development in Ecuador.	100p.	L1	ED 404 010
Fresno City College, Exploring America's Communities. Progress Report.	8p.	L1	ED 403 937
From Fragments to the Whole: Integrating Diversity and Unity in the Academic Foundations Program at Hudson County Community College.	6p.	L1	ED 403 940
A Geographic Glimpse of Central Texas and the Borderlands: Images and Encounters. Pathways in Geography Resource Publication No. 12.	168p.	L2	ED 404 253
Hagerstown Junior College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 938
Harrisburg Area Community College, Exploring America's Communities. Progress Report.			

Intervening with High-Risk Youth. Preliminary Findings from the Children-at-Risk Program. National Institute of Justice Research Preview.	6p.	L1	ED 404 421
Learning To Be Literate: A Comparison on Five Urban Early Childhood Programs. Report Series 2.28.	64p.	L1	ED 403 584
Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.	181p.	L1	ED 403 841
The Library of Congress: Evaluation of the NLS/BPH Braille and Audio Magazine Program. Final Project Report.	94p.	L1	ED 403 711
Linguistic Determinism and Mutability: The Sapir-Whorf "Hypothesis" and Intercultural Communication.	18p.	L1	ED 403 761
Maintaining Set-Aside Programs under School Decentralization. A Review of Legal Mandates.	12p.	L1	ED 404 411
Maintaining Standards: Performance at Higher Grade in Biology, English, Geography & Mathematics. SCRE Research Report No. 78.	131p.	L2	ED 404 354
A Meta-Analysis of Scripted Cooperative Learning.	11p.	L1	ED 404 353
Multicultural Dialogue in Literature-History Classes: The Dance of Creative and Critical Thinking. Report Series 7.9.	36p.	L1	ED 403 586
Multimedia and Response-Based Literature Teaching and Learning. Report Series 2.32.	66p.	L1	ED 403 585
The NAEP 1994 Technical Report.	1032p.	L1	ED 404 377
NAEP TRP Task 3e: Achievement Dimensionality, Section A.	182p.	L1	ED 404 369
National K-12 Foreign Language Resource Center Evaluation Report.	110p.	L1	ED 403 746
The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.	21p.	L1	ED 404 015
The New Basal Readers: What Levels of Comprehension Do They Promote?	12p.	L1	ED 403 546
On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.	15p.	L1	ED 404 358
Opportunity-to-Learn Effects on Achievement: Analytical Aspects.			

Physics 20-30 Background, Exemplars and Resources.	141p.	L1	ED 404 140
Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994. Research and Planning Report 96-01.	73p.	L1	ED 403 816
Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.	29p.	L1	ED 403 638
Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.	23p.	L1	ED 404 316
Postsecondary Employment and Education Status of Inner City Youth: Conventional Wisdom Reconsidered. Publication Series 95-14.	9p.	L1	ED 404 385
Practitioner States.	32p.	L1	ED 403 485
Preservice Teachers' Computer Literacy: Validation of an Instrument To Measure Self-efficacy for Computer-based Technologies.	67p.	L1	ED 404 355
The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.	27p.	L1	ED 404 333
A Profile of Former Students and Their Satisfaction with Los Rios Community College District. Measures of Progress: 1995 Student Follow-Up. Results of a Survey of 1993-94 Graduates and Non-Returning Students, Volume II, Reports 1-4.	18p.	L1	ED 403 973
A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993-94). Statistical Analysis Report.	61p.	L1	ED 403 781
Prototype of a Procedural Knowledge Teaching Model.	26p.	L1	ED 404 189
Public Elementary Teachers' Views on Teacher Performance Evaluations. Statistical Analysis Report.	75p.	L1	ED 404 299
Public Libraries, Communities, and Technology: Twelve Case Studies.	126p.	L1	ED 403 912
A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.	6p.	L1	ED 403 878
A Qualitative Study: The Effect of Modeling Nonfiction Text Strategies on Third and Fourth Grade Student's Nonfiction Writing.	43p.	L1	ED 403 589

	9p.	L1	ED 403 620
The Importance of Structure Coefficients in Structural Equation Modeling Confirmatory Factor Analysis.	30p.	L1	ED 404 347
In Search of a Voice: Rural HIV Prevention Campaigns Designed for African Americans.	25p.	L1	ED 403 609
Infant Temperament and Personality.	26p.	L1	ED 404 019
Influence of Reading Comprehension Strategy Information on Children's Self-Efficacy and Skills.	31p.	L1	ED 403 534
Information Technology Education in a Cooperative Environment: Design and Evaluation.	18p.	L1	ED 403 883
Inservice Education Needs of Teachers Working with the Mentally Retarded.	34p.	L1	ED 403 669
Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.	6p.	L1	ED 403 624
Instruction on the Web: Authoring Tutorials in HTML.	12p.	L1	ED 403 898
Instructional Delivery.	23p.	L1	ED 403 476
Instructional Technology.	19p.	L1	ED 403 471
Integrating Content Instruction in the College Classroom: Integrated Language Arts Instruction in the Elementary School.	10p.	L1	ED 404 323
Integration and Assessment of Service Learning into the Curriculum.	21p.	L1	ED 403 855
Inviting Others To Take the Helm: Service-Learning and the Marginated Community.	35p.	L1	ED 403 625
Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.	12p.	L1	ED 404 080
Issues of Domination and Partnership within Emerging Constructs of Power: Teacher Beliefs Embedded in Practice.	48p.	L1	ED 404 332
Journals Online News: Dispersing Collection Management Information on the World Wide Web.	5p.	L1	ED 403 890
A Kaleidoscope of Cultures and the Arts.	15p.	L1	ED 404 268

Teen Legal Rights: A Guide for the 90's.	256p.	L3	ED 403 503
Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.	195p.	L3	ED 404 396
To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.	235p.	L3	ED 404 093
Total Quality Management in Information Services. Information Services Management Series.	261p.	L3	ED 403 907
Transcultural Counseling: Bilateral and International Perspectives.	360p.	L2	ED 403 514
Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.	151p.	L2	ED 403 519
Urban Girls: Resisting Stereotypes, Creating Identities.	409p.	L3	ED 404 395
Using Financial Information in Continuing Education. Accepted Methods and New Approaches.	309p.	L3	ED 403 395
Welcome to Heights High: The Crippling Politics of Restructuring America's Public Schools.	345p.	L3	ED 403 663
What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.	207p.	L3	ED 404 407
Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.	277p.	L3	ED 403 659
Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.	270p.	L3	ED 404 393
Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.	53p.	L3	ED 404 394
Why the Information Highway? Lessons from Open & Distance Learning.	276p.	L3	ED 403 867
Windows of Opportunity: Mathematics for Students with Special Needs.	476p.	L2	ED 404 115
Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.	251p.	L3	ED 404 397
Women Teachers on the Frontier.			

Enseigner a Penser pour un Meilleur Apprentissage: De la Maternelle a la 12e Annee. (Teaching Thinking for Better Learning: From the Early Years to the 12th Year).	143p.	L1	ED 403 535
Ensemble d'outils d'observation et d'intervention en lecture (Collection of Tools for Observation and Intervention in Reading).	864p.	L1	ED 403 747
Essential Learnings of Mathematics: What Students Should Know and Be Able To Do. Grades 3-6.	142p.	L3	ED 404 185
Family, Food, and Society: A Teacher's Guide.	294p.	L1	ED 404 269
Foreign Language on the Block.	97p.	L1	ED 403 742
Francais langue seconde guide d'administration--test modele du niveau intermediaire. Les clubs et associations = French as a Second Language, Administration Guide--Intermediate Level Model Test. Clubs and Associations.	110p.	L1	ED 403 766
Francais langue seconde trousse d'evaluation. Tests modeles pour les niveaux: intermediaire 4, intermediaire 5, intermediaire 6 pour les eleves du secondaire 1er cycle = French as a Second Language Evaluation Resource Package. Model Tests for: Intermediate Level 4, Intermediate Level 5, Intermediate Level 6 for Junior High School Students.	242p.	L1	ED 403 765
The Full Palette Diversity Guide for High School Journalism.	75p.	L2	ED 403 582
Gee-Wow! Adventures in Water Education. Second Edition.	120p.	L1	ED 404 124
General Chemistry for Waste Handlers.	57p.	L1	ED 403 383
Geothermal Energy.	92p.	L1	ED 404 154
The Great Acting Teachers and Their Methods.	223p.	L3	ED 403 607
Group Guidance Activities for Alabama Elementary Schools (K-6). Bulletin No. 72.	208p.	L1	ED 403 498
How Our Laws Are Made. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 264
How To Manage Your Multi-Age Classroom: Grades K-2.	144p.	L3	ED 404 016
Integrating Language and Content Instruction: A Framework to Guide Cross-Disciplinary Team Teaching.	22p.	L1	ED 403 751

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.	9p.	L1	ED 404 075
Science Education for a Pluralist Society.	126p.	L3	ED 404 126
Science--A Curriculum Profile for Australian Schools. A Joint Project of the States, Territories, and the Commonwealth of Australia Initiated by the Australian Education Council.	127p.	L3	ED 404 149
Secondary School Transition: Planning for Success.	7p.	L1	ED 403 705
Separation & Outplacement: Managing Both Effectively.	39p.	L1	ED 403 393
Serving Private School Students with Federal Education Programs--A Handbook for Public and Private School Educators.	97p.	L1	ED 403 661
A Simple Introduction to Physical Health Impairments: A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).	46p.	L1	ED 403 673
Social Skills Instruction: A Collaborative Approach.	280p.	L2	ED 403 694
Solo Parenting: Raising Strong & Happy Families.	192p.	L3	ED 403 992
Sourcebook for Watershed Education.	208p.	L3	ED 404 171
Speech and Language Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 2.	150p.	L1	ED 403 675
Spiders and Worms and Crawlers, Oh My: Searching on the World Wide Web.	10p.	L1	ED 403 896
Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success.	155p.	L2	ED 403 667
Structures for Science: A Handbook for Planning Facilities for Undergraduate Natural Science Communities, Volume Three.	255p.	L2	ED 404 157
Successful Site-Based Management: A Practical Guide. Revised Edition.	202p.	L2	ED 403 666
Suicide Prevention in the Schools: Guidelines for Middle and High School Settings.	135p.	L2	ED 403 511
Teaching about the History and Nature of Science and Technology.			

Bringing Them Home: Arizona State University's New Model of Basic Writing Instruction.	8p.	L1	ED 403 558
Bulding for Reauthorization--Need Analysis. Rethinking Federal Student Aid Delivery: A Concept Paper and Issues for Comment.	16p.	L1	ED 403 797
Changing the Monopoly Structure of Public Education. Dialogue Series, Number 12.	10p.	L1	ED 403 632
Chicano Studies at Metro State College of Denver: Suggestions for Proactive Strategies.	27p.	L1	ED 404 065
The Closed World of the Writing Classroom: Student Subjectivities as Crated by, and Breaking out of, Bounds.	16p.	L1	ED 403 557
Communication Gap in Education in Sindh, Pakistan.	24p.	L1	ED 404 062
Community and the Politics of Place.	160p.	L3	ED 404 057
Composition and Civic Education.	7p.	L1	ED 403 561
The Crisis in Information Technology Support: Has Our Current Model Reached Its Limit? CAUSE Professional Paper Series, No. 16.	27p.	L1	ED 403 837
Cultural Factors Influencing the Communicative Process in the Diverse Classroom.	13p.	L1	ED 404 381
Democracy, Ethics and Program Planning.	7p.	L1	ED 403 448
Developmental/Remedial Education for Higher Education. Dilution of the Mission ??	13p.	L1	ED 403 843
Dialogic Bonds and Boundaries.	6p.	L2	ED 403 565
Diversity in the Workplace.	22p.	L1	ED 403 488
Education for the Future: New Counseling Paradigms for Adult Education.	8p.	L1	ED 403 456
Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.	31p.	L1	ED 403 649
Educational Quality and Effective Schooling. International Commission on Education for the Twenty-First (Vancouver, British Columbia, Canada, April 11-12, 1994).	14p.	L1	ED 404 211

	7p.	L1	ED 403 939
Health Conditions and Impairments Causing Disability. Disability Statistics Abstract, Number 16.	5p.	L1	ED 403 710
High Involvement Work Teams.	26p.	L1	ED 403 470
Hmong in America. Journey from a Secret War.	100p.	L3	ED 404 424
HRD & Business Outcomes.	29p.	L1	ED 403 463
HRD in Selected Nations.	27p.	L1	ED 403 467
HRD Integrity through Business-Research Partnerships. Keynote Presentation.	13p.	L1	ED 403 497
HRD Journals.	20p.	L1	ED 403 477
Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).	37p.	L1	ED 404 103
The Impact of Provincial Policies on University Research. A Comparative Study of Selected Canadian Provinces.	31p.	L2	ED 403 848
Indian Hills Community College, Exploring America's Communities. Progress Report.	8p.	L1	ED 403 941
Information Technology Education in a Cooperative Environment: Design and Evaluation.	18p.	L1	ED 403 883
Informed Choice. Status of the NOICC/SOICC Network June 30, 1996. Administrative Report No. 21.	54p.	L1	ED 403 418
Inquiry at the Window: Pursuing the Wonders of Learners.	159p.	L3	ED 404 169
Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.	6p.	L1	ED 403 624
Instructional Delivery.	23p.	L1	ED 403 476
Instructional Technology.	19p.	L1	ED 403 471
Integrated Services for Children & Families. Improving Outcomes in the Midwest Region. Policy Report No. 2.	41p.	L1	ED 404 335
Integration and Assessment of Service Learning into the			

	53p.	L1	ED 404 371
Performance Standards Core Measures.	133p.	L1	ED 403 423
Politics, Race, and Schools: Racial Integration, 1954-1994. Studies in Education/Politics Series Volume 2.	340p.	L3	ED 404 423
Professional Development School 1995-96. A Research Report.	95p.	L1	ED 404 306
Project Assist (Articulation System Stimulating Interinstitutional Student Transfer). Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group.	157p.	L1	ED 403 835
Psychosocial Adaptation of the Taiwanese Immigrants in the United States.	15p.	L1	ED 404 416
Racial Equality and the Local Management of Schools. Warwick Papers on Education Policy No. 8.	81p.	L3	ED 404 398
A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.	12p.	L1	ED 404 340
A Report on the Virginia Beach Parent Perception Survey. Executive Summary.	16p.	L1	ED 404 341
Report on TRP Analyses of Issues Concerning Within-Age versus Cross-Age Scales for the National Assessment of Educational Progress.	16p.	L1	ED 404 367
Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?	62p.	L1	ED 404 366
Resilience and Motivation in Two Ethnic Minority Populations.	12p.	L1	ED 404 401
Resources To Fix Schools. The Necessities for Educating Children in Illinois.	22p.	L1	ED 404 412
Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.	10p.	L1	ED 403 892
Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.	15p.	L1	ED 404 361
Social Penetration: A Description, Research, and Evaluation.	25p.	L1	ED 403 615
Status Report on Institutional Effectiveness, 1993-1994.	226p.	L1	ED 403 813
Strategies To Enhance Job Retention and Career Advancement in			

Quality of Life and Child Development. Working Papers in Early Childhood Development 20.	27p.	L1	ED 404 023
Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.	40p.	L2	ED 403 788
Reader Autonomy: Language Learners Responding to Literary Texts.	17p.	L1	ED 403 779
Redefining Leadership Roles for Site-Based Management Systems.	26p.	L1	ED 403 640
Redressing Gender Inequalities in Education. A Review of Constraints and Priorities in Malawi, Zambia, and Zimbabwe.	98p.	L1	ED 403 408
Resilient Older Academic Women: Stories Told in Their Own Voices.	11p.	L2	ED 403 619
Results from a Common Final Examination: A Comparison Between On-Campus Students and Off-Campus Students. Research and Planning Report 96-17.	16p.	L1	ED 403 821
Rethinking Diversity.	22p.	L1	ED 403 466
Review of Qualifications for 16-19 Year Olds. Summary Report.	57p.	L1	ED 403 388
The Role of Cognitive Dissonance on the Science Attitudes of Middle School Students.	33p.	L1	ED 404 109
The Role, Organization and Financing of Higher Education. International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).	7p.	L1	ED 404 206
Rural Scholars or Bright Rednecks? Aspirations for a Sense of Place among Rural Youth in Appalachia.	33p.	L1	ED 404 063
A Scale Measuring the Ability To Relax Others.	8p.	L1	ED 404 317
Science and Technology in the Early Years. An Equal Opportunities Approach. Gender and Education Series.	160p.	L3	ED 404 121
Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.	31p.	L1	ED 404 131
Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.	19p.	L1	ED 403 997
Self-Monitoring as a Motivator during Instruction with Elementary School Students.	22p.	L1	ED 404 035

Leadership and Management Development.	28p.	L1	ED 403 487
Learning English Electronically: Formative Evaluation in ESL Software.	10p.	L1	ED 403 877
Learning for the Twenty-First Century. International Commission on Education for the Twenty-First Century.	18p.	L1	ED 404 207
Learning Organization.	20p.	L1	ED 403 479
Learning Research.	30p.	L1	ED 403 472
Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.	7p.	L1	ED 403 900
Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.	106p.	L1	ED 403 863
Limited Democracy: Voice and Choice in the Language Methods Class.	20p.	L1	ED 404 327
Linking Department and Forensics Directing in the Small College.	19p.	L1	ED 403 605
Linking Teacher Evaluation, Professional Growth, and Motivation: A Multiple-Site Case Study.	28p.	L1	ED 404 331
Listen to Your Inner Voice: Using Your Intuition in Outdoor Leadership.	7p.	L1	ED 404 071
Listserv as Journal: Computer-based Reflection in a Program for Preservice Mathematics and Science Teachers.	26p.	L1	ED 404 330
Longitudinal Relationships among Phonological Awareness, Verbal Working Memory, Lexical Access, and Reading Achievement in English-Speaking Children Placed in French Immersion.	19p.	L1	ED 403 774
Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.	13p.	L1	ED 403 560
Making Sense of Mathematics: The Teacher's Role in Establishing a Classroom Community of Practice.	17p.	L1	ED 404 178
Managerial Solutions: An Exercise in Developing Successful Communication Strategies.	11p.	L1	ED 403 606
A Master of Science in Education for Health Professions Educators. A Model.			

	284p.	L3	ED 404 092

(020) Collected Works - General

Across All Borders: International Information Flows and Applications. Collected Papers.	420p.	L3	ED 403 903
Advances in Early Education and Day Care: Theory and Practice in Early Childhood Teaching. Volume 8.	305p.	L3	ED 404 006
Beyond Separate Subjects: Integrative Learning at the Middle Level.	213p.	L3	ED 404 036
Childhood and Children: A Compendium of Customs, Superstitions, Theories, Profiles, and Facts.	668p.	L3	ED 404 034
Children in the Urban Environment. Linking Social Policy and Clinical Practice.	243p.	L3	ED 404 428
Computational Alternatives for the Twenty-first Century: Cross-Cultural Perspectives from Japan and the United States.	221p.	L2	ED 404 117
Counseling Families with Chronic Illness. Family Psychology and Counseling Series.	112p.	L2	ED 403 518
Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.	360p.	L2	ED 403 516
Education and Society in Hong Kong. Toward One Country and Two Systems. Hong Kong Becoming China: The Transition to 1997 Series.	314p.	L3	ED 404 425
EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.	336p.	L2	ED 404 123
Electronic Resources: Selection and Bibliographic Control.	252p.	L3	ED 403 917
Enhancing Access to Information: Designing Catalogs for the 21st Century.	243p.	L3	ED 403 916
Equality and Inequality in Education Policy.	314p.	L3	ED 404 409
Evaluation Methods Sourcebook.	213p.	L3	ED 404 342
Finding Your Way As a Counselor.	153p.	L2	ED 403 509
Girls' Schooling, Women's Autonomy and Fertility Change in South Asia.	339p.	L3	ED 404 429

The Intriguing Past: Fundamentals of Archaeology. A Teacher's Guide for Fourth through Seventh Grades.	38p.	L1	ED 404 196
A Kaleidoscope of Cultures and the Arts.	15p.	L1	ED 404 268
Liberty and Justice. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 245
The Living Ocean.	9p.	L1	ED 404 119
Low Budget Biology. A Collection of Low Cost Labs and Activities.	358p.	L3	ED 404 141
Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life.	155p.	L1	ED 403 602
Managerial Solutions: An Exercise in Developing Successful Communication Strategies.	11p.	L1	ED 403 606
Mathematical Tasks and the NCTM Curriculum and Evaluation Standards.	28p.	L1	ED 404 112
Measuring Up: Prototypes for Mathematics Assessment.	173p.	L2	ED 404 102
Moon Journals: Writing, Art, and Inquiry through Focused Nature Study.	228p.	L3	ED 403 568
Multicultural Music: Lyrics to Familiar Melodies and Authentic Songs. Elementary.	173p.	L2	ED 404 278
Neighborhood and Community. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 262
New Jersey Mathematics Curriculum Framework.	679p.	L1	ED 404 181
New Ways of Writing: A Handbook for Writing with Computers.	216p.	L3	ED 403 593
The 1960s & '70s: Creative Activities for Teaching American History. Teacher's Guide. Revised.	35p.	L2	ED 404 259
19 Word List and Reading Exercises and Guide for Materials.	22p.	L1	ED 403 545
Picture What Women Do: An Inquiry Learning Example.	12p.	L1	ED 403 612
Pictures & Words Together: Children Illustrating and Writing Their Own Books.	177p.	L3	ED 403 569

Teacher's Resource Guide.
156p. L2 ED 404 235

Teaching Practical Communication Skills. Innovations: AAMR Research to Practice Series, Number 7.
33p. L3 ED 403 702

Teaching Social Skills: A Practical Instructional Approach.
180p. L3 ED 403 732

Teaching Technical Skills through Play.
7p. L1 ED 404 084

Teaching Well and Liking It: Motivating Faculty To Teach Effectively.
455p. L3 ED 403 792

Technical Assistance Guide for Community College Administrators and Program Coordinators.
40p. L1 ED 403 713

Technology and Copyright Law: A Guidebook for the Library, Research, and Teaching Professions.
213p. L3 ED 403 919

Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.
27p. L1 ED 403 506

Third-Party Payments. ACA Legal Series, Volume 9.
79p. L2 ED 403 530

Tools for Teaching with Technology: The WIU Approach for Technology Integration into Teacher Education.
471p. L1 ED 404 307

Total Quality Management in Information Services. Information Services Management Series.
261p. L3 ED 403 907

Tradition and Innovation.
74p. L1 ED 404 223

Una Guia Para Padres Para El Cuidado de Ninos (A Parent's Guide to Child Care).
24p. L1 ED 403 978

Untangling the Tangled Webs We Weave: A Team Approach to Cyberspace.
12p. L1 ED 403 894

Visual Impairments: What You Need To Know. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 12.
174p. L1 ED 403 685

Welcome to the World: An Overview of Your Growing Child. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps (MITCH).
28p. L1 ED 403 687

When Bambi Meets Godzilla: Bringing Environmental Education and Outdoor Recreation Together.

Educational Researcher or Teacher-Researcher: Reflections on Journeying down the Sometimes-Divided Road.	9p.	L1	ED 403 544
EE Reference Collection. Selected Articles on Environmental Education: Traditional Perspectives, New Ideas, and Differences of Opinion.	336p.	L2	ED 404 123
Effective Science Teaching. Developing Science and Technology Education.	126p.	L3	ED 404 122
The Enduring Heart of the Public Speaking Course.	8p.	L1	ED 403 623
Envisioning Process as Content: Toward a Renaissance Curriculum.	279p.	L2	ED 403 664
Ethics--Business Educators Teach Students To Do the Right Thing!	9p.	L2	ED 403 404
An Examination of Coercive Egalitarianism: Peer, Institutional, and Cultural Sanctions against the Achieving Gifted Child.	13p.	L1	ED 403 688
Finding Language in the Language Arts: Towards "Cognitive Language Arts."	16p.	L1	ED 403 583
Finding My Place: Response to "(Re)forming the Critical Space" by Ellen Kreger Stark.	8p.	L1	ED 403 566
The First Amendment and the Web: The Internet Porn Panic and Restricting Indecency in Cyberspace.	36p.	L1	ED 403 895
Fiscal Year 1998 Higher Education Budget Recommendations. Operations and Grants.	100p.	L1	ED 403 857
Fiscal Year 1998 Higher Education Budget Recommendations: Capital Improvements and Higher Education Capital Budget Recommendations Emphasize Repair and Renovation and Technology Infrastructure. News Release.	79p.	L1	ED 403 856
Higher Education: Handbook of Theory and Research, Volume XII.	488p.	L3	ED 403 851
HRD Integrity through Business-Research Partnerships. Keynote Presentation.	13p.	L1	ED 403 497
HRD Town Forum.	15p.	L1	ED 403 462
The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.	5p.	L1	ED 403 600
Insights Gained from the Use of Genograms To Analyze Communication Dimensions in Family Systems.			

Curriculum.	21p.	L1	ED 403 855
Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?	45p.	L1	ED 404 014
Iraqi Kurds. Their History and Culture. CAL Refugee Fact Sheet Series No. 13.	46p.	L1	ED 404 433
Is Cheese Food Really Food? a.k.a. Some Conscious Alternatives to Overprocessing Experience.	12p.	L1	ED 404 080
Itawamba Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 943
Journals Online News: Dispersing Collection Management Information on the World Wide Web.	5p.	L1	ED 403 890
Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.	171p.	L2	ED 403 825
Junior Science and Humanities Symposium, January 1994-July 1995. Pacific Region Program Operations Manual.	139p.	L1	ED 404 110
A Kaleidoscope of Cultures and the Arts.	15p.	L1	ED 404 268
Kids Count 1995 Data Book on Louisiana's Children.	190p.	L1	ED 404 011
Kirkwood Community College, Exploring America's Communities: In Quest of Common Ground. Progress Report.	8p.	L1	ED 403 944
Leading the Way on Controversial Issues.	40p.	L1	ED 403 502
Learn and Serve America. Higher Education Program Descriptions, 1996.	48p.	L1	ED 403 861
The Learning Community. A Pro-Family System of Education and Community Services.	43p.	L1	ED 403 446
Lee College, Exploring America's Communities. Progress Report.	8p.	L1	ED 403 946
Library of Congress Subject Headings as Subject Terminology in a Virtual Library: The INFOMINE Example.	7p.	L1	ED 403 900
Literacy for Women and Their Participation in the Labour Force in Pakistan.	6p.	L1	ED 404 059
Louisiana Libraries. A Report on the Economic and Service Impact			

Rehabilitation. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, 1995).	74p.	L1	ED 403 692
Sweetwater National Workplace Literacy Project. Final Report.	77p.	L1	ED 403 381
Tax Expenditures. Information on Employer-Provided Educational Assistance. Report to the Chairman, Committee on Ways and Means, House of Representatives.	42p.	L1	ED 403 419
A Tax Increase Is Essential To Improve Illinois Schools.	19p.	L1	ED 404 418
Teacher Preparation through Cooperative Learning.	20p.	L1	ED 403 735
Technical Services and the World Wide Web.	7p.	L1	ED 403 887
A Testbed for Advancing the Role of Digital Technologies for Library Preservation and Access. Final Report.	131p.	L1	ED 403 910
Texas Teacher Appraisal System. Evaluation Study.	186p.	L1	ED 404 288
A Third-Year Assessment of Tech Prep in Washington State.	94p.	L1	ED 403 402
Title I Best Practices Review 1995-96. Publication 95.06.	47p.	L1	ED 404 350
To Live Heroically: Institutional Racism and American Indian Education. SUNY Series, The Social Context of Education.	235p.	L3	ED 404 093
Using Item "Testlets"/"Parcels" in Confirmatory Factor Analysis: An Example Using the PPSDQ-78.	27p.	L1	ED 404 349
Views of British Parents about Special Education Services for Their Child with Mental Disabilities.	11p.	L1	ED 403 722
Vocational Training Yesterday, Today and Tomorrow. International Commission on Education for the Twenty-First Century.	18p.	L1	ED 404 212
Washington School-to-Work Evaluation. Volume I. Interim Report.	28p.	L1	ED 403 399
Washington School-to-Work Evaluation. Volume III: Final Evaluation Report.	120p.	L1	ED 403 401
Wetland Perspectives: Ways of Looking at the Landscape (July 10-July 21, 1995). An Education Program for K-12 Teachers and Environmental Educators Focusing on Various Ways of Understanding Natural Aquatic Systems. Final Report.	17p.	L1	ED 404 056
Why the Information Highway? Lessons from Open & Distance			

Shaping the Future: New Expectations for Undergraduate Education in Science, Mathematics, Engineering, and Technology.	95p.	L1	ED 404 158
Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.	17p.	L1	ED 403 571
Sociocultural Factors Affecting School Culture for African American Students: A Case Study.	28p.	L1	ED 404 380
Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.	25p.	L1	ED 404 097
Spanish Proficiency and Self-Esteem: A Study of Mexican American 8th Graders.	28p.	L1	ED 404 046
Speaking for Themselves: Writing Self-Efficacy Beliefs of High- and Low-Apprehensive Writers.	23p.	L1	ED 403 563
Speech Style, Gender, and Oral Proficiency Interview Performance.	14p.	L1	ED 403 744
Status of HRD Research.	24p.	L1	ED 403 496
The Status of the Elementary Social Studies in Delaware: Views from The Field.	46p.	L1	ED 404 239
Structured and Unstructured Learning.	28p.	L1	ED 403 486
Student Appraisal of Library Services. Survey Results.	177p.	L1	ED 403 904
Student Attitudes and Academic Background as Predictors of Achievement in College Mathematics.	39p.	L1	ED 404 108
Student Interaction and Equity Education: Informal Social Studies In A "Mainstream" Middle School.	38p.	L1	ED 404 237
Student Retention: Case Studies of Strategies that Work. FEDA Paper.	44p.	L1	ED 403 436
Student Transfers to the California State University and University of California: 1995 Report.	12p.	L1	ED 403 968
Student-Maintained Portfolios and Peer Mentoring as a Means of Empowering and Motivating Students: Unexpected Outcomes.	21p.	L1	ED 404 346
Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. Research and			

	17p.	L1	ED 403 455
Mathematical Knowledge and the Intermediate School Teacher.	9p.	L1	ED 404 147
Meeting the Needs of Returning Adult Students in Forensics.	8p.	L1	ED 403 608
A Meta-Analysis of Scripted Cooperative Learning.	11p.	L1	ED 404 353
Moving Ahead: Program Review & Evaluation As Tools for Growth.	9p.	L1	ED 404 072
Narrative Structures in the Stories of Immersion Pupils in Their Second Language.	11p.	L1	ED 403 772
Navigation Maps in a Computer-Networked Hypertext Learning System.	24p.	L1	ED 403 882
The Nebraska Head Start/Public School Early Childhood Transition Demonstration Project.	21p.	L1	ED 404 015
New School Governance: The School Board and Its Future.	11p.	L1	ED 403 645
On-Campus E-Mail for Communicative Writing.	18p.	L1	ED 403 745
On-line Multimedia Assessment of Curricula: Experiences with the Multimedia Forum Kiosk.	15p.	L1	ED 404 358
Orchestrating Work and Learning.	21p.	L1	ED 403 468
Outdoor Educators and K-12 Education: Making the Connection.	6p.	L2	ED 404 044
Outdoor Program Management Concepts for the 90's.	6p.	L1	ED 404 073
Parent Involvement in Typical Classroom Lessons: Changing Attitudes toward School.	12p.	L1	ED 404 038
Partnership between Vocational Institutions and Welfare Programs.	17p.	L1	ED 403 432
Partnership Research.	16p.	L1	ED 403 491
Partnerships with Business, Industry, and the Military.	9p.	L1	ED 403 433
Pedagogy and Intellectual Work.	5p.	L1	ED 403 578
The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.	26p.	L1	ED 403 787

Higher Education: Handbook of Theory and Research, Volume XII.	488p.	L3	ED 403 851
In Defense of the Lifeworld. Critical Perspectives on Adult Learning.	258p.	L3	ED 403 427
Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities.	171p.	L2	ED 403 825
Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.	181p.	L1	ED 403 841
Literacy across Languages and Cultures. SUNY Series, Literacy, Culture, and Learning.	346p.	L3	ED 403 784
The National Electronic Library: A Guide to the Future for Library Managers. Greenwood Library Management Collection.	192p.	L3	ED 403 905
Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.	232p.	L3	ED 403 537
Preparing Teachers To Teach Global Perspectives. A Handbook for Teacher Educators.	291p.	L2	ED 404 328
The Publishing Center: How To Create a Successful Publishing Center in Your School, Church, or Community Group.	117p.	L3	ED 403 594
Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.	244p.	L3	ED 404 408
Recherches en phonetique et en phonologie au Quebec (Research in Phonetics and Phonology in Quebec). Publication B-206.	145p.	L1	ED 403 748
A Struggle To Survive. Funding Higher Education in the Next Century. Seventeenth Annual Yearbook of the American Education Finance Association.	263p.	L2	ED 403 790
Students' Identity Status and Mentorship from College Faculty.	16p.	L1	ED 403 846
Transcultural Counseling: Bilateral and International Perspectives.	360p.	L2	ED 403 514
Transitioning from Individual to Family Counseling. Family Psychology and Counseling Series.	151p.	L2	ED 403 519
University of Wyoming/NAFSA Institute on Foreign TA Training. Working Papers, Volume III.	145p.	L1	ED 403 829

A Pledge Is a Promise. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 265
Portfolios in Teacher Education.	162p.	L1	ED 403 572
Power Line Technician. Second Edition. Module A. Instructor's Manual and Student Workbook.	72p.	L2	ED 403 410
Power Line Technician. Second Edition. Module B. Instructor's Manual and Student Workbook.	395p.	L2	ED 403 411
Power Line Technician. Second Edition. Module C. Instructor's Manual and Student Workbook.	200p.	L2	ED 403 412
Power Line Technician. Second Edition. Module D. Instructor's Manual and Student Workbook.	124p.	L2	ED 403 413
Power Line Technician. Second Edition. Module E. Instructor's Manual and Student Workbook.	178p.	L2	ED 403 414
Power Line Technician. Second Edition. Module F. Instructor's Manual and Student Workbook.	109p.	L2	ED 403 415
Power Line Technician. Second Edition. Module G. Instructor's Manual and Student Workbook.	67p.	L2	ED 403 416
Project Haystack: The Search for Life in the Galaxy.	261p.	L3	ED 404 159
Rainbows: Stories and Customs from Around the World. Grades 3-6.	82p.	L1	ED 404 282
Recycling Lesson Plans.	24p.	L1	ED 404 118
The Renaissance Culture and the Arts. Grades 3-6, The Time Traveler Series.	38p.	L2	ED 404 279
Research Ideas for the Classroom: Early Childhood Mathematics.	390p.	L3	ED 404 142
Research Ideas for the Classroom: High School Mathematics.	320p.	L3	ED 404 144
Research Ideas for the Classroom: Middle Grades Mathematics.	368p.	L3	ED 404 143
Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 244
Rupturing the Codes: The Use of Drama and Dramatic Literature in the History Classroom.	37p.	L1	ED 403 599

8p. L1 ED 404 088

The Work Experience Survey (WES) Manual: A Structured Interview for Identifying Barriers to Career Maintenance. A Service Provider's Guide.
64p. L1 ED 403 691

Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. A Series for Caregivers of Infants and Toddlers. Model for Interdisciplinary Training for Children with Handicaps: MITCH Module 11.
92p. L1 ED 403 684

Young People with Cancer: A Handbook for Parents. Revised Edition.
96p. L1 ED 403 715

(060) Historical Materials

A Copyright Guide for Authors.
243p. L3 ED 403 595

The Image of New York City in the 1920s through the Eyes of the Brazilian Modernist Writer, Monteiro Lobato.
5p. L1 ED 403 600

Mina P. Shaughnessy: Her Life and Work.
343p. L1 ED 403 603

Reliving the History of WAC--Every Day.
5p. L1 ED 403 597

Women Teachers on the Frontier.
284p. L3 ED 404 092

Writing Was Everything.
155p. L3 ED 403 604

(070) Informational Analyses - General

An American Challenge: A Report on Economic Trends and Social Issues in Appalachia.
308p. L3 ED 404 096

American Indian Rehabilitation Programs: Unmet Needs. Report from the Study Group, Institute on Rehabilitation Issues (21st, Fayetteville, Arkansas, October 1995).
130p. L1 ED 403 693

Asian American Students At Risk: A Literature Review. Report No. 8.
95p. L1 ED 404 406

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures. Second Edition.
424p. L2 ED 403 525

Attention Deficit Disorder--A New Age Yuppie Disorder or an Age Old Human Characteristic Essential for Our Survival?
4p. L1 ED 403 712

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. L1 ED 404 017

Title	Pages	Level	ED number
	6p.	L1	ED 403 624
Introduction to Media Literacy Education and Media Literacy Education Bibliography.	23p.	L1	ED 403 611
Inventing Better Schools: An Action Plan for Education Reform. The Jossey-Bass Education Series.	294p.	L3	ED 403 658
Inviting Others To Take the Helm: Service-Learning and the Marginated Community.	35p.	L1	ED 403 625
Issues/Problems in Assessing and Documenting Institutional Effectiveness. Research and Planning Report 94-01.	9p.	L1	ED 403 812
Land Access, Protection and Permits.	8p.	L1	ED 404 081
The Languages of Learning: How Children Talk, Write, Dance, Draw, and Sing Their Understanding of the World.	186p.	L3	ED 404 021
Latchkey Children: Are They Prepared for Self-Care.	17p.	L1	ED 404 025
Leadership and Management Development.	28p.	L1	ED 403 487
Lessons Learned from FIPSE Projects III. Written in Collaboration with 31 Directors of College and University Reform Projects Who Tell What Worked, What Didn't, and Why.	181p.	L1	ED 403 841
Lies; Damned Lies; Statistics; and Law School Grades. Grade Conferences from Hell: Measurement Error in Law School Grading.	106p.	L1	ED 403 863
Limited Democracy: Voice and Choice in the Language Methods Class.	20p.	L1	ED 404 327
Linking Department and Forensics Directing in the Small College.	19p.	L1	ED 403 605
Literacy for Women and Their Participation in the Labour Force in Pakistan.	6p.	L1	ED 404 059
Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.	12p.	L1	ED 404 060
Living in an Adversarial Society. Concept Paper No. 11. NCTE Concept Paper Series.	38p.	L1	ED 403 552
Look, No Methods!: Transcending the Boundaries of the Scientific Research Article.	13p.	L1	ED 403 560

of Louisiana Libraries.
8p. L1 ED 403 915

Maryland Health and Higher Educational Facilities Authority. 1996 Annual Report.
30p. L1 ED 403 840

A Master of Science in Education for Health Professions Educators. A Model.
17p. L1 ED 403 455

Mathematics Framework for the 1996 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
57p. L1 ED 404 184

Metropolitan Community Colleges, Exploring America's Communities. Progress Report.
6p. L1 ED 403 948

Mississippi Gulf Coast Community College, Exploring America's Communities. Progress Report.
7p. L1 ED 403 949

A Model Scholar's Outpost on the Electronic Frontier. Final Performance Report, October 1993-September 1995.
177p. L1 ED 403 866

Monroe Community College, Exploring America's Communities. Progress Report.
7p. L1 ED 403 950

Motlow State Community College, Exploring America's Communities: Honors American Studies. Progress Report.
7p. L1 ED 403 951

Music for Blind and Physically Handicapped Individuals. Fact Sheet.
6p. L1 ED 403 922

NAEP on the Net. http://www.ed.gov/NCES/naep/.
3p. L1 ED 404 362

NICHD Study of Early Child Care. Volume I: Data Coordinating Center Manual, Introduction Manuals, Recruitment Procedures Manual, and 1 Month Manuals.
449p. L1 ED 403 983

NICHD Study of Early Child Care. Volume II: 5 Month Manual, 6 Month Manuals, Time Use Manuals.
676p. L1 ED 403 984

NICHD Study of Early Child Care. Volume III: 13 Month Manual, 15 Month Manuals.
915p. L1 ED 403 985

NICHD Study of Early Child Care. Volume IV: 23 Month Manual, 24 Month Manuals.
836p. L1 ED 403 986

NICHD Study of Early Child Care. Volume V: 33 Month Manual, 36 Month Manuals.
1416p. L1 ED 403 987

Northampton Community College, Exploring America's Communities.

Learning.	276p.	L3	ED 403 867
The WICHE Compact. An Assessment of California's Continued Membership in the Western Interstate Commission for Higher Education.	21p.	L1	ED 403 802
Wildlife Inquiry through Zoo Education (WIZE) Module II: Survival Strategies. Dissemination Project Evaluation Report 1995-96.	40p.	L3	ED 404 155
Wisconsin Educational Technology Plan PK-12. Bulletin No. 97090.	144p.	L1	ED 403 875
Wow! This Librarian and these Librarians Are Magic! The World Wide Web and Its Use in a Medium Sized Public Library.	7p.	L1	ED 403 889

(143) Reports - Research

Accounting for Contributions. Understanding the Requirements of FASB Statement No. 116.	64p.	L1	ED 403 808
Action Learning.	33p.	L1	ED 403 464
Addressing Gender and Cognitive Issues in the Mathematics Classroom: A Constructivist Approach.	62p.	L1	ED 404 183
Alaska Native Arts Education Survey.	30p.	L1	ED 404 230
Americans Personal Participation in the Arts: 1992. A Monograph Describing the Data from the Survey of Public Participation in the Arts.	92p.	L1	ED 404 273
An Analysis of Multiple-Choice Test Item Booklets.	15p.	L1	ED 404 357
An Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study.	12p.	L1	ED 403 449
Assessing Needs of Graduate Students at William Carey College.	18p.	L1	ED 403 794
Attitude Change as Mediated by Audience-Tailored Video and Follow-Up Discussion.	27p.	L2	ED 403 881
The Attitudes toward Mathematics Instrument.	19p.	L1	ED 404 165
The Best and the Worst College Seniors' Experiences with Academics and Services. Research Report #10-96.	24p.	L1	ED 403 842
Block Scheduling in the Secondary Arena Part II: Perceptions from the Inside.			

Planning Report 96-12.	32p.	L1	ED 403 818
Students' Identity Status and Mentorship from College Faculty.	16p.	L1	ED 403 846
A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.	11p.	L1	ED 403 646
A Study of Shared Governance and Its Implications for South Gwinnett High School's School Improvement Initiative.	34p.	L1	ED 403 643
A Study of Superintendents' Power and Leadership Styles as Perceived by Local Teacher Association Representatives and Secondary School Principals in Alabama Public Schools.	14p.	L1	ED 403 642
A Study of the Block Scheduling Movement in Six High Schools in the Upper Cumberland Region of Tennessee.	43p.	L1	ED 403 647
A Study of the Reputations of Doctoral Programs in Communication.	7p.	L2	ED 403 610
A Survey of Internet Access and Usage in a Selected Sample of Northeast Alabama Schools, Grades 6, 7, 8.	17p.	L1	ED 403 873
A Survey of the Use of Science Manipulatives in Elementary Schools.	16p.	L1	ED 404 160
Teachers' Sense of Community: How Do Public and Private School Compare?	3p.	L1	ED 404 337
Team Building.	26p.	L1	ED 403 493
Teen Mothers and the Revolving Welfare Door. Women in the Political Economy Series.	195p.	L3	ED 404 396
Teen Suicide in Nevada: The Problem, Effective Intervention & Prevention Programs, Status of Programs in Nevada Schools, Exemplary Programs, and Guidelines for Nevada School Programs.	27p.	L1	ED 403 506
Telecommunications: Does It Make a Difference in the Classroom?	8p.	L1	ED 403 880
Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy.	305p.	L1	ED 404 301
Training Practices.	31p.	L1	ED 403 494
Transfer of Training.	23p.	L1	ED 403 480
Transforming Curricular Consumption and Dehumanization:			

Performance Improvement.	34p.	L1	ED 403 490
Perspectives from the Field: The Community College Transfer Opportunity Program.	8p.	L1	ED 403 966
Philanthropy in Croatia: The Problems of Teaching.	27p.	L1	ED 404 324
Politics of Education: Administrative Hopefuls' Perceptions of Opportunities.	29p.	L1	ED 403 638
Portfolios for the Continuing Licensure of Beginning Teachers: Their Development and Assessment.	23p.	L1	ED 404 316
Practitioner States.	32p.	L1	ED 403 485
Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.	15p.	L1	ED 404 300
The Problem with Power: Whose Definition? "Gendered" Language Differences on Both Personal and Organizational Factors of Power with US and Canadian Teachers.	27p.	L1	ED 404 333
Proficiency, Portfolios, and Learner Development in the Reading Classroom.	26p.	L1	ED 403 775
Prototype of a Procedural Knowledge Teaching Model.	26p.	L1	ED 404 189
Psychological Factors in Wilderness Rescue.	23p.	L1	ED 404 055
Psychosocial Adaptation of the Taiwanese Immigrants in the United States.	15p.	L1	ED 404 416
A Qualitative Look at Preservice Teacher's Perceptions of the Future of Computers in Education.	6p.	L1	ED 403 878
Race Identity and Race Relations in Higher Education: Fraternity and Sorority Membership among Students of Color. ASHE Annual Meeting Paper.	40p.	L2	ED 403 788
Random Access Nomad Rhetorics.	14p.	L1	ED 403 559
Re-Establishing a Clean Climbing Ethic.	8p.	L1	ED 404 082
Reader Autonomy: Language Learners Responding to Literary Texts.	17p.	L1	ED 403 779
Reconceptualization of Identity Exploration by Relatedness.			

Urban Girls: Resisting Stereotypes, Creating Identities.
409p. L3 ED 404 395

Who Are My Sisters and Brothers? Reflections on Understanding and Welcoming Immigrants and Refugees.
53p. L3 ED 404 394

Why the Information Highway? Lessons from Open & Distance Learning.
276p. L3 ED 403 867

(021) Collected Works - Proceedings

Academy of Human Resource Development (AHRD) Conference Proceedings (Minneapolis, Minnesota, February 29-March 3, 1996).
866p. L1 ED 403 461

Actes des 10e Journees de linguistique (1996) (Proceedings of the 1996 Conference on Research in Linguistics (10th, Montreal, Quebec, Canada, April 2-4, 1996). Publication B-207.
175p. L1 ED 403 750

The Case for Kids. Community Strategies for Children and Families: Promoting Positive Outcomes.
33p. L1 ED 404 017

Collaboration between Researchers and Practitioners in Physical Education: An International Dialogue. Proceedings from the AIESEP-NAPEHE World Congress (Atlanta, Georgia, 1991).
169p. L1 ED 404 289

The Danube--a European Cultural Route. Report of the European Teachers' Seminar (66th, Donaueschingen, Germany, November 21-26, 1994).
44p. L2 ED 404 320

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. L2 ED 404 319

Exploring African and Latin American Relationships: Enhancing Cooperation and Eliminating Barriers. Annual Adult Education Research Symposium Proceedings (6th, Chicago, Illinois, April 13, 1996). Revised Edition.
118p. L1 ED 403 435

Ike 101: The Dwight D. Eisenhower Program for Mathematics and Science Education National Conference (Arlington, Virginia, November 17-22, 1991).
37p. L1 ED 404 103

National Conference on American Pluralism and Identity Program Book (New Orleans, Louisiana, January 18-19, 1997).
233p. L1 ED 403 924

Pour une ecole ouverte aux langues. Actes du Collogue organisi par le Centre de Contact Suisses-Immigres (CCSI) (Geneve, Suisse, le 19 novembre, 1994) = Toward a School Open to Languages. Proceedings of a Colloquium of the Centre de Contact Suisses-Immigres (CCSI) (Geneva, Switzerland, November 19, 1994).
93p. L1 ED 403 767

Proceedings of the 1992 and 1993 Conferences on Outdoor

Science 20-30: Background, Exemplars and Resources.	195p.	L1	ED 404 139
Scissor Sorcery: Cutting Activities for the Early Childhood Curriculum.	184p.	L2	ED 404 272
The Story of the National Anthem. User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 267
Supporting Bilingual Learners in Schools.	148p.	L3	ED 403 753
Teacher Portfolios: Literacy Artifacts and Themes.	181p.	L3	ED 403 570
Teacher Preparation through Cooperative Learning.	20p.	L1	ED 403 735
The Teacher's Complete & Easy Guide to the Internet.	320p.	L3	ED 403 868
Teaching for Thinking in Senior High Science.	40p.	L1	ED 404 136
Teaching in a Multicultural Society. User's Guide for K-8 Educators. My America: Building a Democracy Series.	7p.	L2	ED 404 248
Teaching Social Skills: A Practical Instructional Approach.	180p.	L3	ED 403 732
Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction. Second Edition.	593p.	L3	ED 403 580
This Is Not the National Curriculum for Art: A Collaborative Project with Children on the Discourses of Art and Education.	85p.	L2	ED 404 224
Transition Choices Program: Preparing To Participate in Life's Choices. Teaching Guide and Curriculum.	352p.	L1	ED 403 695
Twinning and Winning! Hokkaido, Japan, and Alberta, Canada. A Grade 7, Topic B, Social Studies Teaching Resource.	104p.	L1	ED 404 236
Urban Forestry Laboratory Exercises for Elementary, Middle and High School Students.	175p.	L1	ED 404 156
Water Resource Management. Student Guide and Teacher's Guide.	198p.	L2	ED 404 113
We Depend on Illinois' Environment.	153p.	L1	ED 404 120
What is a Democracy? User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 263

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work.	53p.	L2	ED 403 421
Communication Gap in Education in Sindh, Pakistan.	24p.	L1	ED 404 062
Community Based Rehabilitation: Information Accumulation & Exchange. South Asian Research Notes.	58p.	L1	ED 403 714
Competencies for Gerontological Counseling.	244p.	L2	ED 403 528
Comprehensive Group Work: What It Means & How To Teach It.	310p.	L2	ED 403 524
A Comprehensive Literature Review in Valuing the Concept of Caring in Middle and Secondary Level Schools.	57p.	L1	ED 404 041
Considerations for Reaching the Latino Population with Sexuality and HIV/AIDS Information and Education.	9p.	L1	ED 404 051
Counseling for Empowerment.	283p.	L2	ED 403 513
Counseling Gay Men & Lesbians: Journey to the End of the Rainbow.	360p.	L2	ED 403 516
Counseling Interracial Individuals and Families.	229p.	L2	ED 403 522
The Counselor and the Law. Fourth Edition.	157p.	L2	ED 403 527
Cross-Cultural HRD.	24p.	L1	ED 403 481
Current Concepts in Teaching Mathematics.	19p.	L1	ED 404 186
The Danger-to-Self-or-Others Exception to Confidentiality. ACA Legal Series, Volume 8.	65p.	L2	ED 403 508
Education in a Society at a Crossroads: Implications for the Study of Israel's Educational System.	31p.	L1	ED 403 649
Educational Assessment as Invitation for Dialogue.	34p.	L1	ED 403 622
EE Reference Collection.	295p.	L3	ED 404 170
Effect of Type Opportunity Technological Programs on the Completion Rate of Opportunity Program Students.	9p.	L1	ED 403 417
An Examination of Negligence, Assumption of Risk, and Risk Management in Outdoor Recreation.			

Making Progress: Education and Culture in New Times.	156p.	L3	ED 404 392
Meeting the Needs of Returning Adult Students in Forensics.	8p.	L1	ED 403 608
Mina P. Shaughnessy: Her Life and Work.	343p.	L1	ED 403 603
New School Governance: The School Board and Its Future.	11p.	L1	ED 403 645
No Neutral Ground: Standing by the Values We Prize in Higher Education.	231p.	L3	ED 403 864
Notes of a Racial Caste Baby. Color Blindness and the End of Affirmative Action. Critical America Series.	211p.	L3	ED 404 427
The Organization of the Future. The Drucker Foundation Future Series.	397p.	L3	ED 403 655
The Origins of Grammar: Evidence from Early Language Comprehension.	238p.	L3	ED 403 588
Partial Truths: A Memoir and Essays on Reading, Writing, and Researching.	232p.	L3	ED 403 537
Partnership Research.	16p.	L1	ED 403 491
Partnerships with Business, Industry, and the Military.	9p.	L1	ED 403 433
Pedagogy and Intellectual Work.	5p.	L1	ED 403 578
The Perceived Contribution of Academic Partners to Women's Publishing Productivity. ASHE Annual Meeting Paper.	26p.	L1	ED 403 787
A Piagetian View of Learning Styles.	4p.	L1	ED 404 191
Plan of Work for the California Postsecondary Education Commission, 1992-93.	19p.	L1	ED 403 801
Preparing a Diverse Workforce for the Twenty-First Century. A Position Paper. Education Series and Preparing a Diverse Workforce for the Twenty-First Century. A Resource Manual. Monograph Series.	50p.	L1	ED 403 453
Promoting Lifetime Literacy: What Can Be More Basic?	17p.	L1	ED 403 548
Random Access Nomad Rhetorics.	14p.	L1	ED 403 559

Progress Report.	11p.	L1	ED 403 952
Nourishing the Heart: A Guide to Intergenerational Arts Projects in the Schools.	116p.	L3	ED 404 231
Nunez Community College, Exploring America's Communities. Progress Report.	7p.	L1	ED 403 953
Ohio Children: Together We Can Help Them Grow.	13p.	L1	ED 403 996
Oklahoma Kids Count Factbook '96.	147p.	L1	ED 403 994
On-Campus E-Mail for Communicative Writing.	18p.	L1	ED 403 745
One in Four: America's Youngest Poor.	88p.	L3	ED 404 030
Orchestrating Work and Learning.	21p.	L1	ED 403 468
Outdoor Educators and K-12 Education: Making the Connection.	6p.	L2	ED 404 044
Parent 'N' Me: Parent-Infant Guidance Class.	26p.	L1	ED 403 977
Paying Attention to Children in a Changing Health Care System: Summaries of Workshops.	91p.	L3	ED 403 995
Pedagogy and Intellectual Work.	5p.	L1	ED 403 578
Performance Indicators of California Higher Education, 1996. The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).	95p.	L1	ED 403 832
Perspectives from the Field: The Community College Transfer Opportunity Program.	8p.	L1	ED 403 966
Philanthropy in Croatia: The Problems of Teaching.	27p.	L1	ED 404 324
Picture What Women Do: An Inquiry Learning Example.	12p.	L1	ED 403 612
Portfolios in Teacher Education.	162p.	L1	ED 403 572
Power and Influence: Enhancing Information Services within the Organization. Information Services Management Series.	183p.	L3	ED 403 906
Preparing Teachers for Diversity: The Challenges of Teaching Multicultural Education.			

	18p.	L1	ED 403 644
Bridges or Battlements? Current Relationships between Colleges, Schools and Education Authorities.	34p.	L1	ED 403 443
Bridging the Gap between Campus and School through Collaboration in a Professional Development School Network in Social Studies and Global Education.	26p.	L1	ED 404 304
California Postsecondary Education Commission Workplan, 1996 through 2000.	29p.	L1	ED 403 805
Career Development.	33p.	L1	ED 403 474
Career Development/Special Needs.	33p.	L1	ED 403 484
A Case Study of Teacher Empowerment in a Professional Development School. Technical Report 940101.	38p.	L1	ED 404 293
A Case-Study in Family French-Immersion and Academic Achievement.	51p.	L1	ED 403 773
Catering and Hospitality Industry--Key Facts and Figures. Research Report. Second Edition.	75p.	L2	ED 403 437
Change Process in Organizations.	27p.	L1	ED 403 475
Children's Story Retelling as a Predictor of Early Reading Achievement.	16p.	L1	ED 403 543
Closing the Door...Needed Facilities for California's Colleges and Universities.	14p.	L1	ED 403 804
A Cognitive Study Based on the National Assessment of Educational Progress (NAEP) Science Assessment.	42p.	L1	ED 404 343
College Choice as Capital Conversion and Investment: A New Model. ASHE Annual Meeting Paper.	34p.	L1	ED 403 785
College Students' Assessment of Teaching by Television.	27p.	L1	ED 403 871
College Students' Misconceptions of Environmental Issues Related to Global Warming.	14p.	L1	ED 404 162
Combining Quantitative and Qualitative Methods To Improve the Research of Clinical Preparation.	52p.	L1	ED 404 356
Conceptions of Quality Learning Held by High School and University Physics Teachers.			

Chicana/o Spiritualization and the Curriculum.
9p. L1 ED 404 090

Transforming Teacher Education, Teaching and Student Learning in a Professional Development School Collaborative. A Work in Progress.
11p. L1 ED 404 308

Transitions to the Workplace: Expectations and Realities for Liberal Arts Graduates. Completion Report for Steele Fellowship, Midwest Association of Colleges & Employers.
31p. L1 ED 403 824

University Instruction in HRD.
25p. L1 ED 403 489

University of Florida's Institute of Food and Agricultural Sciences' Distance Education Task Force. Final Report.
37p. L1 ED 403 394

The Use of Transitional Child Care: Analysis and Recommendations for New York City's Program.
44p. L1 ED 404 012

The Use of Videotaped Lessons To Identify Prospective Teachers' Initial Beliefs Concerning Issues in Mathematics and Science Teacher Education.
30p. L1 ED 404 104

Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs.
6p. L1 ED 403 440

Using Importance-Performance Analysis To Evaluate Teaching Effectiveness.
7p. L1 ED 404 087

Using Qualitative Research To Define Statewide Professional Personnel Development.
36p. L1 ED 403 459

Using the "Cloze" Procedure To Assess Reading Material for Alternative/Adult Education Students.
14p. L1 ED 403 422

Using the Internet on a Business English Course.
8p. L1 ED 403 743

The Validity of Interpretations of the 1992 NAEP Achievement Levels in Mathematics.
214p. L1 ED 404 180

View the Zoo! Evaluation of Visual Communication in an Outdoor Educational Setting.
7p. L1 ED 403 879

Views of Instructional Supervision: What Do the Textbooks Say?
21p. L1 ED 403 641

Vocabulary Acquisition in an Academic Discipline: ESL Learners and Theology.
30p. L1 ED 403 770

Voices about School Suspension, Expulsion, and Safety.

8p. L1 ED 404 027

Redefining Competency from a Systems Perspective for the 21st Century.
15p. L1 ED 403 447

Redefining Leadership Roles for Site-Based Management Systems.
26p. L1 ED 403 640

Reducing the Odds: Backcountry Powder Skiing in Avalanche Terrain.
11p. L1 ED 404 074

Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.
16p. L1 ED 403 426

Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
7p. L1 ED 404 218

Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).
26p. L1 ED 404 213

Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).
18p. L1 ED 404 216

Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.
17p. L1 ED 404 214

Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.
12p. L1 ED 404 215

A Report on the Virginia Beach Client Satisfaction Plan for Teachers. Executive Summary.
12p. L1 ED 404 340

A Report on the Virginia Beach Parent Perception Survey. Executive Summary.
16p. L1 ED 404 341

Resilient Older Academic Women: Stories Told in Their Own Voices.
11p. L2 ED 403 619

Rethinking Diversity.
22p. L1 ED 403 466

Risk Management and Litigation Avoidance in Outdoor Recreation Programming.
9p. L1 ED 404 075

The Role of Tacit Knowledge in Judgement and Decision Making.
12p. L1 ED 404 083

The Role, Organization and Financing of Higher Education.

Recreation (Calgary, Alberta, Canada, November 12-14, 1992; Corvallis, Oregon, November 11-13, 1993).

172p. L1 ED 404 067

Proceedings of the 1995 International Conference on Outdoor Recreation and Education (Ithaca, New York, October 26-28, 1995).

223p. L1 ED 404 077

Promoting Quality in Teaching through Diversity. A Report on the North Carolina Public Policy Forum. An Event of the North Carolina Consortium To Increase the Quality and Supply of Minority Teachers (May 30-31, 1996).

31p. L1 ED 404 310

The Public Purpose of Education and Schooling. The Jossey-Bass Education Series.

178p. L3 ED 403 657

Reclaiming the Vision: Past, Present, and Future Native Voices for the Eighth Generation.

170p. L3 ED 404 091

Research in Science Education, 1993. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (24th, Lismore, New South Wales, Australia, July 8-11, 1993).

369p. L1 ED 404 151

Research in Science Education, 1994. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (25th, Hobart, Tasmania, Australia, July 10-13, 1994).

402p. L1 ED 404 152

Research in Science Education, Volume 1990. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (21st, Perth, Western Australia, July 1990).

364p. L1 ED 404 101

Research in Science Education...1992. Selected Refereed Papers from the Annual Conference of the Australasian Science Education Research Association (23rd, Hamilton, New Zealand, July 10-12, 1992).

437p. L1 ED 404 150

Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.

14p. L1 ED 403 631

School Choice: A Marketplace for Education. Dialogue Series, Number 5.

10p. L1 ED 403 630

School Exchanges: Cultural Diversity, Conflict and Cooperation. Report of the Conference (7th, Dubrovnik, Croatia, September 11-15, 1996).

91p. L1 ED 403 660

What Is a Flag? User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 247
What Is an American? User Guide for Grades K-6. My America: Building a Democracy Series.	9p.	L2	ED 404 261
What Is It about Me You Can't Teach? An Instructional Guide for the Urban Educator.	207p.	L3	ED 404 407
What's in a Name?	9p.	L1	ED 403 581
Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees.	270p.	L3	ED 404 393
Why Is Outdoor Recreation Worth $30 Million to the Air Force?	30p.	L1	ED 404 076
Workplace Literacy Teacher Training: Strategies for Instruction.	130p.	L1	ED 403 391
Workplace Literacy Teacher Training: Strategies for Program Implementation.	168p.	L1	ED 403 392
Workplace Literacy Teacher Training: The Context.	113p.	L1	ED 403 389
Workplace Literacy Teacher Training: The Foundations.	145p.	L1	ED 403 390
Yours Truly: A Closer Look at Our Special Selves. Grades 1-2. Tapestries for Learning Series.	101p.	L2	ED 404 281

(053) Guides - Non-Classroom

ACA Ethical Standards Casebook. Fifth Edition.	329p.	L2	ED 403 526
Actions for Health: Administrator's Guide to a Comprehensive Health Program. Contemporary Health Series.	78p.	L2	ED 404 298
Advocacy.	47p.	L1	ED 404 220
AEPS Curriculum for Birth to Three Years. Assessment, Evaluation, and Programming System for Infants and Children, Volume 2.	484p.	L3	ED 403 729

	7p.	L1	ED 404 079
Experimental Studies on Motivation and NAEP Test Performance. Final Report. NAEP TRP Task 3a: Experimental Motivation	222p.	L1	ED 404 373
Expertise in Organizations.	26p.	L1	ED 403 483
Finding Language in the Language Arts: Towards "Cognitive Language Arts."	16p.	L1	ED 403 583
Fitting the Pieces: Education Reform That Works. Studies of Education Reform.	51p.	L1	ED 403 662
French Immersion in Canada: Frequently Asked Questions (FAQs).	8p.	L1	ED 403 771
Implementing the Disabilities Acts: Implications for Educators. Fastback 360.	31p.	L2	ED 403 689
The Indigenous World 1993-94 = El Mundo Indigena 1993-94.	405p.	L2	ED 404 053
Infant Temperament and Personality.	26p.	L1	ED 404 019
Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?	45p.	L1	ED 404 014
Intrinsic Motivation and the Student with Learning Disabilities.	31p.	L1	ED 403 723
Latinas and HIV/AIDS: Implications for the 90s.	6p.	L1	ED 404 050
Literacy, Income Generation, and Poverty Alleviation in Sindh Pakistan and Its Impact on Economic Development, Human Resource Development in Pakistan.	12p.	L1	ED 404 060
Mentoring: A Synthesis of P/PV's Research: 1988-1995.	83p.	L2	ED 404 410
Moving Ahead: Program Review & Evaluation As Tools for Growth.	9p.	L1	ED 404 072
Multicultural Counseling in Schools: A Synergetic Approach.	333p.	L2	ED 403 510
The Origins of Grammar: Evidence from Early Language Comprehension.	238p.	L3	ED 403 588

The Reality of Dyslexia.	160p.	L3	ED 403 542
Recommendations for a Telecommunications-Based Delivery System.	115p.	L1	ED 403 793
Redefining Competency from a Systems Perspective for the 21st Century.	15p.	L1	ED 403 447
Reflection and Revision: Intimacy in College Writing.	5p.	L1	ED 403 564
Reflections on Leadership. CAUSE Professional Paper Series, No. 15.	36p.	L1	ED 403 836
Reply to the Ministries' Reactions to the Canadian Psychological Association's Position Paper on Beginning Reading Instruction.	18p.	L1	ED 403 550
Researchers Hooked on Teaching. Noted Scholars Discuss the Synergies of Teaching and Research. Foundations for Organizational Science Series.	332p.	L3	ED 403 796
Responses to a Harvard Study on School Choice: Is It a Study at All? Dialogue Series, Number 9.	14p.	L1	ED 403 631
Rethinking Diversity.	22p.	L1	ED 403 466
School Choice: A Marketplace for Education. Dialogue Series, Number 5.	10p.	L1	ED 403 630
Social Foundations of Education and the Debate about Flag Desecration.	5p.	L1	ED 404 251
The Speech Communication Association: Advancement of the Discipline.	15p.	L2	ED 403 614
Status of HRD Research.	24p.	L1	ED 403 496
Structured and Unstructured Learning.	28p.	L1	ED 403 486
Summary of Comments by Debra D. Bragg on "The Status of Tech Prep in the United States."	11p.	L1	ED 403 442
Taking the Helm in Critical Pedagogy: The Basic Speech Curriculum as an Operationalization of the Paradigm.	22p.	L1	ED 403 616

	15p.	L1	ED 404 300
Preservation Film: Platform for Digital Access Systems.	5p.	L1	ED 403 911
Proficiency, Portfolios, and Learner Development in the Reading Classroom.	26p.	L1	ED 403 775
Programa Actual 1991 (Current Programme 1991).	88p.	L1	ED 403 976
Project TIE (Teams in Early Intervention) Outreach: An Outreach Project To Train Statewide, Regional and Local Teams of Early Intervention Personnel and Parents. Final Report.	98p.	L1	ED 403 706
Psychological Factors in Wilderness Rescue.	23p.	L1	ED 404 055
Quality of Life and Child Development. Working Papers in Early Childhood Development 20.	27p.	L1	ED 404 023
Reading across Cultures. Teaching Literature in a Diverse Society. Language and Literacy Series.	244p.	L3	ED 404 408
Reflection and Revision: Intimacy in College Writing.	5p.	L1	ED 403 564
Reinventing Education through Tech Prep and School to Work: A Kentucky Model. Voices from the Field.	16p.	L1	ED 403 426
Report by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).	7p.	L1	ED 404 218
Report of the International Commission on Education for the Twenty-First Century, First Session (Paris, France, March 2-4, 1993).	26p.	L1	ED 404 213
Report of the International Commission on Education for the Twenty-First Century, Fourth Session (Vancouver, British Columbia, Canada, April 13-15, 1994).	18p.	L1	ED 404 216
Report of the International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-21, 1993). Final Report.	17p.	L1	ED 404 214
Report of the International Commission on Education for the Twenty-First Century, Third Session (Paris, France, January 12-15, 1994). Report on the Study: Education and Science.	12p.	L1	ED 404 215

33p. L1 ED 404 130

Constraints on the Participation of Women in Technical Cooperation Training Due to Lack of English Language Skills.
138p. L1 ED 403 406

Constructivist and Objectivist Approaches to Teaching Chemistry Concepts to Junior High School Students.
46p. L1 ED 404 128

Contemporary Information and Communication Technologies and Education. International Commission on Education for the Twenty-First Century.
15p. L1 ED 404 201

Contextual Learning Issues.
30p. L1 ED 403 482

Contextualising the Curriculum in Rural Primary Schools: The Role of Agriculture.
88p. L1 ED 403 407

Core Directions in HRD.
32p. L1 ED 403 478

Correlates of College Students' Attitudes toward Grades.
10p. L1 ED 403 845

Correlation between Students' Placement Scores on Acorn Book Multiple-Choice Tests and Passing Rate on the AP Language Examinations.
16p. L1 ED 403 556

Cross-Cultural HRD.
24p. L1 ED 403 481

Defining Instructional Quality by Employing the Total Quality Management (TQM) Method: A Research Project.
26p. L1 ED 403 434

Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy.
26p. L1 ED 404 098

Determining the Effect of Free Voluntary Reading on Second Language Readers in South Africa.
17p. L1 ED 403 738

Development and Education. International Commission on Education for the Twenty-First Century, Second Session (Dakar, Senegal, September 18-22, 1993).
8p. L1 ED 404 203

The Development of Human Resources for Secondary Education in Europe: Teaching and Non-teaching Staff--Today and Tomorrow. Report of the Seminar (Estoril, Portugal, May 30-June 1, 1996).
36p. L2 ED 404 319

38p. L1 ED 403 639

Voluntary Group Participation by Third Age Australians.
64p. L1 ED 403 451

Washington School-to-Work Evaluation. Volume II: Case Study Report.
207p. L1 ED 403 400

Water as Part of Children's Environment and Children's Preferences for Waterfront Settings.
15p. L1 ED 404 001

What Does Cultural Identity Have to Do with the Preparation of Teachers? (Methodology and Findings).
16p. L1 ED 403 554

Where Does the Money Go? Resource Allocation in Elementary and Secondary Education.
277p. L3 ED 403 659

Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry.
5p. L1 ED 404 166

Women Reformed, Women Empowered: Poor Mothers and the Endangered Promise of Head Start. Women in the Political Economy Series.
251p. L3 ED 404 397

Women's Participation in Science Courses at School: Personal Choice and Situational Constraint.
16p. L1 ED 404 134

Workforce Issues.
31p. L1 ED 403 473

Writing for a Reader: Does the Nature of the Reader Make a Difference?
23p. L1 ED 403 780

(150) Speeches/Meeting Papers

Academic Infotecture: Course Design for Cyberschool.
23p. L1 ED 403 854

Access to Information Technology: A Statewide Vision for Colorado.
34p. L1 ED 403 876

Action Learning.
33p. L1 ED 403 464

Address by Jacques Delors, Chairman of the International Commission on Education for the Twenty-First Century, General Conference of UNESCO (27th, Paris, France, November 2, 1993).
8p. L1 ED 404 219

International Commission on Education for the Twenty-First Century, Third Session Paris, France, January 12-15, 1994).	7p.	L1	ED 404 206
Scholarly Communication and Electronic Publication: Implications for Research, Advancement, and Promotion.	10p.	L1	ED 403 892
School/College Partnership Philosophy.	8p.	L1	ED 403 562
Science Laboratory Classroom Environments and Student Attitudes in Chemistry Classes in Singapore.	31p.	L1	ED 404 131
Secondary School Transition: Planning for Success.	7p.	L1	ED 403 705
Self-Disclosure in Youth at Different Stages of Development of Interpersonal Relationships.	19p.	L1	ED 403 997
Self-Monitoring as a Motivator during Instruction with Elementary School Students.	22p.	L1	ED 404 035
Shifting Capital: Electronic Publishing on Bourdieu's Linguistic Market.	17p.	L1	ED 403 571
Single Group Repeated Measures Analysis: Pairwise Multiple Comparisons under Bradley's Stringent Criterion.	15p.	L1	ED 404 361
Sister Schools: An Experience in Culture Vision for Preservice Teachers and Elementary Children.	23p.	L1	ED 404 313
Social Penetration: A Description, Research, and Evaluation.	25p.	L1	ED 403 615
Sociocultural Factors Affecting School Culture for African American Students: A Case Study.	28p.	L1	ED 404 380
Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches.	16p.	L1	ED 404 167
Southern Appalachian Settlement Schools as Early Initiators of Integrated Services.	25p.	L1	ED 404 097
Speech Style, Gender, and Oral Proficiency Interview Performance.	14p.	L1	ED 403 744

AA - ERIC Processing and Reference Facility

AA001281	ED403376

CE - Adult, Career, and Vocational Education

CE062904	ED403377
CE063079	ED403378
CE065149	ED403379
CE065532	ED403380
CE066016	ED403381
CE066017	ED403382
CE066018	ED403383
CE066019	ED403384
CE066803	ED403385
CE072255	ED403386
CE072995	ED403387
CE073097	ED403388
CE073121	ED403389
CE073122	ED403390
CE073123	ED403391
CE073124	ED403392
CE073196	ED403393
CE073209	ED403394
CE073212	ED403395//
CE073216	ED403396
CE073217	ED403397
CE073219	ED403398//
CE073220	ED403399
CE073221	ED403400
CE073222	ED403401
CE073223	ED403402
CE073224	ED403403
CE073231	ED403404
CE073234	ED403405
CE073238	ED403406
CE073239	ED403407
CE073243	ED403408
CE073244	ED403409
CE073247	ED403410
CE073248	ED403411
CE073249	ED403412
CE073250	ED403413
CE073251	ED403414
CE073252	ED403415
CE073253	ED403416
CE073264	ED403417
CE073266	ED403418
CE073267	ED403419
CE073268	ED403420
CE073269	ED403421
CE073271	ED403422
CE073272	ED403423
CE073273	ED403424
CE073274	ED403425
CE073275	ED403426
CE073279	ED403427//
CE073281	ED403428//
CE073284	ED403429//
CE073293	ED403430//
CE073295	ED403431//
CE073299	ED403432
CE073300	ED403433
CE073301	ED403434
CE073302	ED403435
CE073304	ED403436
CE073305	ED403437
CE073306	ED403438
CE073307	ED403439//
CE073308	ED403440
CE073315	ED403441//
CE073321	ED403442
CE073323	ED403443
CE073325	ED403444
CE073326	ED403445
CE073330	ED403446
CE073332	ED403447
CE073333	ED403448
CE073336	ED403449
CE073365	ED403450
CE073366	ED403451
CE073369	ED403452
CE073370	ED403453
CE073375	ED403454
CE073376	ED403455
CE073378	ED403456
CE073379	ED403457//
CE073383	ED403458
CE073387	ED403459
CE073402	ED403460
CE073480	ED403461
CE073481	ED403462
CE073482	ED403463
CE073483	ED403464
CE073484	ED403465
CE073485	ED403466
CE073486	ED403467
CE073487	ED403468
CE073488	ED403469
CE073489	ED403470
CE073490	ED403471
CE073491	ED403472
CE073492	ED403473
CE073493	ED403474
CE073494	ED403475
CE073495	ED403476
CE073496	ED403477
CE073497	ED403478
CE073498	ED403479
CE073499	ED403480
CE073500	ED403481
CE073501	ED403482
CE073502	ED403483
CE073503	ED403484
CE073504	ED403485
CE073505	ED403486
CE073506	ED403487
CE073507	ED403488
CE073508	ED403489
CE073509	ED403490
CE073510	ED403491
CE073511	ED403492
CE073512	ED403493
CE073513	ED403494
CE073514	ED403495
CE073515	ED403496
CE073516	ED403497

SO - Social Studies/Social Science Education

SO023356	ED404193
SO023382	ED404194
SO023480	ED404195//
SO023540	ED404196
SO023774	ED404197
SO024060	ED404198
SO024394	ED404199
SO024395	ED404200
SO024396	ED404201
SO024397	ED404202
SO024398	ED404203
SO024399	ED404204
SO024400	ED404205
SO024401	ED404206
SO024402	ED404207
SO024403	ED404208
SO024404	ED404209
SO024405	ED404210
SO024406	ED404211
SO024407	ED404212
SO024448	ED404213
SO024449	ED404214
SO024450	ED404215
SO024451	ED404216
SO024452	ED404217
SO024453	ED404218
SO024454	ED404219

SO025594	ED404220
SO025595	ED404221
SO025596	ED404222
SO025607	ED404223
SO025708	ED404224
SO025724	ED404225//
SO025745	ED404226
SO025946	ED404227
SO025947	ED404228
SO025950	ED404229
SO025968	ED404230
SO026245	ED404231//
SO026246	ED404232
SO026256	ED404233//
SO026455	ED404234
SO026456	ED404235
SO026461	ED404236
SO026467	ED404237
SO026468	ED404238
SO026470	ED404239
SO026495	ED404240//
SO026496	ED404241//
SO026508	ED404242
SO026511	ED404243//
SO026536	ED404244
SO026537	ED404245
SO026538	ED404246
SO026539	ED404247
SO026540	ED404248
SO026541	ED404249
SO026543	ED404250
SO026544	ED404251
SO026546	ED404252
SO026572	ED404253
SO026574	ED404254//
SO026591	ED404255
SO026596	ED404256
SO026600	ED404257
SO026683	ED404258//
SO026790	ED404259
SO026795	ED404260
SO026804	ED404261
SO026805	ED404262
SO026806	ED404263
SO026807	ED404264
SO026808	ED404265
SO026809	ED404266
SO026810	ED404267
SO026966	ED404268
SO027152	ED404269
SO027477	ED404270
SO027478	ED404271
SO027479	ED404272
SO027488	ED404273
SO027490	ED404274
SO027491	ED404275
SO027498	ED404276
SO027500	ED404277
SO027512	ED404278
SO027514	ED404279
SO027518	ED404280
SO027519	ED404281
SO027524	ED404282
SO027526	ED404283

SO027528	ED404284
SO027529	ED404285
SO027578	ED404286
SO027705	ED404287

SE059687	ED404161
SE059688	ED404162
SE059689	ED404163
SE059690	ED404164
SE059692	ED404165
SE059693	ED404166
SE059694	ED404167
SE059695	ED404168
SE059702	ED404169//
SE059705	ED404170//
SE059706	ED404171//
SE059710	ED404172//
SE059711	ED404173//
SE059714	ED404174//
SE059717	ED404175
SE059718	ED404176
SE059719	ED404177
SE059720	ED404178
SE059721	ED404179
SE059722	ED404180
SE059723	ED404181
SE059724	ED404182//
SE059726	ED404183
SE059727	ED404184
SE059729	ED404185//
SE059731	ED404186
SE059732	ED404187
SE059735	ED404188
SE059737	ED404189
SE059740	ED404190
SE059741	ED404191
SE059746	ED404192

CG - Counseling and Student Services

CG024097	ED403498
CG025266	ED403499
CG025267	ED403500
CG025330	ED403501
CG025547	ED403502
CG025564	ED403503//
CG025628	ED403504
CG026711	ED403505//
CG027425	ED403506
CG027430	ED403507
CG027501	ED403508
CG027502	ED403509
CG027503	ED403510
CG027504	ED403511
CG027505	ED403512
CG027506	ED403513
CG027507	ED403514
CG027508	ED403515
CG027511	ED403516
CG027512	ED403517
CG027513	ED403518
CG027514	ED403519
CG027515	ED403520
CG027527	ED403521
CG027530	ED403522
CG027531	ED403523
CG027532	ED403524
CG027533	ED403525
CG027534	ED403526
CG027535	ED403527
CG027536	ED403528
CG027537	ED403529
CG027538	ED403530
CG027539	ED403531
CG027540	ED403532
CG027541	ED403533

SP - Teaching and Teaching Education

SP033927	ED404288
SP034273	ED404289
SP034707	ED404290
SP034857	ED404291
SP034963	ED404292
SP035037	ED404293
SP035049	ED404294
SP035050	ED404295
SP035051	ED404296
SP035052	ED404297
SP035053	ED404298
SP035217	ED404299
SP035358	ED404300
SP035451	ED404301
SP036905	ED404302
SP036936	ED404303
SP036987	ED404304
SP036990	ED404305//
SP036991	ED404306
SP037027	ED404307
SP037030	ED404308
SP037127	ED404309
SP037133	ED404310
SP037134	ED404311
SP037135	ED404312
SP037136	ED404313
SP037137	ED404314
SP037138	ED404315
SP037140	ED404316
SP037142	ED404317
SP037143	ED404318//
SP037144	ED404319
SP037145	ED404320
SP037146	ED404321
SP037147	ED404322
SP037148	ED404323
SP037149	ED404324
SP037156	ED404325
SP037157	ED404326
SP037158	ED404327
SP037159	ED404328
SP037161	ED404329
SP037162	ED404330
SP037163	ED404331
SP037164	ED404332
SP037165	ED404333
SP037166	ED404334
SP037170	ED404335
SP037171	ED404336
SP037175	ED404337

CS - Reading, English, and Communication

CS010862	ED403534
CS011306	ED403535
CS012678	ED403536
CS012682	ED403537//
CS012684	ED403538//
CS012685	ED403539//
CS012690	ED403540
CS012691	ED403541
CS012692	ED403542//
CS012693	ED403543
CS012694	ED403544
CS012695	ED403545
CS012696	ED403546
CS012697	ED403547
CS012698	ED403548
CS012699	ED403549
CS012700	ED403550
CS012701	ED403551
CS214013	ED403552
CS214207	ED403553
CS214214	ED403554
CS214254	ED403555
CS215589	ED403556
CS215590	ED403557
CS215593	ED403558
CS215598	ED403559
CS215611	ED403560
CS215617	ED403561
CS215636	ED403562
CS215637	ED403563
CS215639	ED403564
CS215642	ED403565
CS215643	ED403566
CS215647	ED403567//
CS215649	ED403568//
CS215650	ED403569//
CS215651	ED403570//
CS215652	ED403571
CS215654	ED403572
CS215655	ED403573//
CS215656	ED403574//
CS215657	ED403575//
CS215658	ED403576
CS215700	ED403577
CS215702	ED403578
CS215703	ED403579
CS215704	ED403580//
CS215705	ED403581
CS215706	ED403582
CS215707	ED403583
CS215708	ED403584
CS215709	ED403585
CS215710	ED403586
CS215711	ED403587
CS215712	ED403588//
CS215713	ED403589
CS215714	ED403590//
CS215715	ED403591//
CS215716	ED403592
CS215717	ED403593//
CS215718	ED403594//
CS215719	ED403595//
CS215720	ED403596
CS215721	ED403597
CS215722	ED403598
CS215723	ED403599
CS215724	ED403600
CS215725	ED403601
CS215726	ED403602
CS215727	ED403603
CS215728	ED403604//
CS509399	ED403605
CS509400	ED403606
CS509401	ED403607//
CS509406	ED403608
CS509407	ED403609
CS509408	ED403610
CS509409	ED403611
CS509410	ED403612
CS509411	ED403613
CS509412	ED403614
CS509413	ED403615
CS509414	ED403616
CS509415	ED403617//
CS509416	ED403618
CS509417	ED403619
CS509418	ED403620
CS509419	ED403621//
CS509421	ED403622
CS509422	ED403623
CS509423	ED403624
CS509424	ED403625
CS509425	ED403626//
CS509426	ED403627//

TM - Assessment and Evaluation

TM019820	ED404338
TM021210	ED404339
TM022135	ED404340
TM022136	ED404341

TM024950	ED404342//
TM025265	ED404343
TM026077	ED404344
TM026083	ED404345
TM026086	ED404346
TM026100	ED404347
TM026105	ED404348
TM026107	ED404349
TM026114	ED404350
TM026115	ED404351
TM026118	ED404352
TM026119	ED404353
TM026144	ED404354
TM026145	ED404355
TM026146	ED404356
TM026148	ED404357
TM026149	ED404358
TM026155	ED404359
TM026156	ED404360
TM026157	ED404361
TM026253	ED404362
TM026433	ED404363
TM026434	ED404364
TM026450	ED404365
TM026451	ED404366
TM026452	ED404367
TM026454	ED404368
TM026455	ED404369
TM026456	ED404370
TM026457	ED404371
TM026458	ED404372
TM026459	ED404373
TM026460	ED404374
TM026461	ED404375
TM026462	ED404376//
TM026463	ED404377
TM026486	ED404378
TM026487	ED404379

UD - Urban Education

UD031487	ED404380
UD031488	ED404381
UD031489	ED404382
UD031490	ED404383
UD031491	ED404384
UD031492	ED404385
UD031493	ED404386
UD031494	ED404387//
UD031495	ED404388//
UD031496	ED404389//
UD031497	ED404390//
UD031498	ED404391
UD031499	ED404392//
UD031500	ED404393//
UD031501	ED404394//
UD031502	ED404395//
UD031503	ED404396//
UD031504	ED404397//
UD031505	ED404398//
UD031506	ED404399//
UD031507	ED404400
UD031508	ED404401
UD031509	ED404402

UD031510	ED404403
UD031512	ED404404
UD031514	ED404405
UD031516	ED404406
UD031517	ED404407//
UD031518	ED404408//
UD031521	ED404409//
UD031522	ED404410
UD031523	ED404411
UD031524	ED404412
UD031525	ED404413
UD031526	ED404414
UD031527	ED404415
UD031533	ED404416
UD031534	ED404417
UD031538	ED404418
UD031539	ED404419
UD031541	ED404420
UD031543	ED404421
UD031544	ED404422
UD031545	ED404423//
UD031546	ED404424//
UD031547	ED404425//
UD031548	ED404426
UD031549	ED404427//
UD031550	ED404428//
UD031551	ED404429//
UD031552	ED404430
UD031553	ED404431//
UD031554	ED404432
UD031555	ED404433

EA - Educational Management

EA025797	ED403628
EA025798	ED403629
EA027851	ED403630
EA027852	ED403631
EA027853	ED403632
EA027854	ED403633
EA028152	ED403634
EA028162	ED403635
EA028169	ED403636
EA028170	ED403637
EA028171	ED403638
EA028172	ED403639
EA028173	ED403640
EA028174	ED403641
EA028175	ED403642
EA028176	ED403643
EA028177	ED403644
EA028179	ED403645
EA028190	ED403646
EA028191	ED403647
EA028194	ED403648
EA028196	ED403649
EA028199	ED403650
EA028201	ED403651
EA028202	ED403652
EA028203	ED403653//
EA028204	ED403654//
EA028205	ED403655//
EA028206	ED403656//
EA028207	ED403657//
EA028208	ED403658//
EA028209	ED403659//
EA028210	ED403660
EA028211	ED403661
EA028212	ED403662
EA028213	ED403663//
EA028214	ED403664
EA028216	ED403665
EA028217	ED403666
EA028218	ED403667
EA028219	ED403668

EC - Disabilities and Gifted Education

EC300890	ED403669
EC301601	ED403670
EC301990	ED403671
EC302310	ED403672
EC302311	ED403673
EC302312	ED403674
EC302313	ED403675
EC302314	ED403676
EC302315	ED403677
EC302316	ED403678
EC302317	ED403679
EC302318	ED403680
EC302319	ED403681
EC302320	ED403682
EC302321	ED403683
EC302322	ED403684
EC302323	ED403685
EC302324	ED403686
EC302325	ED403687
EC302983	ED403688
EC303032	ED403689
EC305129	ED403690
EC305130	ED403691
EC305131	ED403692
EC305132	ED403693
EC305207	ED403694
EC305230	ED403695
EC305247	ED403696//
EC305248	ED403697
EC305249	ED403698//
EC305250	ED403699//
EC305251	ED403700//
EC305252	ED403701//
EC305253	ED403702//
EC305254	ED403703//
EC305269	ED403704
EC305270	ED403705
EC305271	ED403706
EC305272	ED403707
EC305273	ED403708//
EC305274	ED403709
EC305275	ED403710
EC305276	ED403711
EC305277	ED403712
EC305278	ED403713
EC305279	ED403714
EC305280	ED403715
EC305281	ED403716
EC305282	ED403717
EC305283	ED403718
EC305284	ED403719
EC305285	ED403720
EC305286	ED403721
EC305287	ED403722
EC305299	ED403723
EC305300	ED403724
EC305301	ED403725
EC305302	ED403726
EC305303	ED403727
EC305349	ED403728//
EC305350	ED403729//
EC305351	ED403730//
EC305352	ED403731//
EC305399	ED403732//

FL - Language and Linguistics

FL021134	ED403733
FL022062	ED403734
FL023922	ED403735
FL024083	ED403736
FL024092	ED403737
FL024172	ED403738

FL024277	ED403739
FL024303	ED403740
FL024359	ED403741
FL024360	ED403742
FL024361	ED403743
FL024362	ED403744
FL024363	ED403745
FL024365	ED403746
FL024366	ED403747
FL024367	ED403748
FL024370	ED403749
FL024372	ED403750
FL024373	ED403751
FL024374	ED403752
FL024375	ED403753//
FL024377	ED403754
FL024378	ED403755
FL024379	ED403756
FL024380	ED403757
FL024381	ED403758
FL024382	ED403759
FL024383	ED403760
FL024384	ED403761
FL024385	ED403762
FL024386	ED403763
FL024387	ED403764
FL024388	ED403765
FL024389	ED403766
FL024391	ED403767
FL024392	ED403768
FL024393	ED403769//
FL024394	ED403770
FL024395	ED403771
FL024398	ED403772
FL024400	ED403773
FL024402	ED403774
FL024403	ED403775
FL024406	ED403776
FL024407	ED403777
FL024408	ED403778
FL024409	ED403779
FL024410	ED403780
FL024471	ED403781
FL801122	ED403782
FL801125	ED403783
FL801134	ED403784//

HE - Higher Education

HE029766	ED403785
HE029767	ED403786
HE029768	ED403787
HE029769	ED403788
HE029770	ED403789
HE029788	ED403790
HE029796	ED403791//
HE029797	ED403792//
HE029798	ED403793
HE029799	ED403794
HE029801	ED403795
HE029804	ED403796//
HE029805	ED403797
HE029840	ED403798
HE029841	ED403799
HE029842	ED403800
HE029846	ED403801
HE029847	ED403802
HE029848	ED403803
HE029849	ED403804
HE029850	ED403805
HE029851	ED403806
HE029852	ED403807
HE029853	ED403808
HE029854	ED403809//
HE029855	ED403810
HE029856	ED403811
HE029857	ED403812
HE029858	ED403813
HE029859	ED403814
HE029860	ED403815
HE029861	ED403816
HE029862	ED403817
HE029863	ED403818
HE029864	ED403819
HE029865	ED403820
HE029866	ED403821
HE029867	ED403822
HE029868	ED403823
HE029869	ED403824
HE029870	ED403825
HE029871	ED403826
HE029872	ED403827
HE029873	ED403828
HE029874	ED403829
HE029875	ED403830
HE029876	ED403831
HE029877	ED403832
HE029878	ED403833
HE029879	ED403834
HE029880	ED403835
HE029881	ED403836
HE029882	ED403837
HE029883	ED403838//
HE029884	ED403839
HE029885	ED403840
HE029886	ED403841
HE029887	ED403842
HE029888	ED403843
HE029889	ED403844
HE029890	ED403845
HE029891	ED403846
HE029892	ED403847
HE029893	ED403848
HE029894	ED403849
HE029895	ED403850//
HE029896	ED403851//
HE029897	ED403852
HE029898	ED403853
HE029899	ED403854
HE029900	ED403855
HE029937	ED403856
HE029938	ED403857
HE029939	ED403858
HE029941	ED403859
HE029942	ED403860//
HE029943	ED403861
HE029944	ED403862
HE029945	ED403863
HE029946	ED403864//
HE029947	ED403865

IR - Information and Technology

IR018210	ED403866
IR018222	ED403867//
IR018223	ED403868//
IR018224	ED403869//
IR018225	ED403870//
IR018226	ED403871
IR018227	ED403872
IR018228	ED403873
IR018229	ED403874
IR018230	ED403875
IR018231	ED403876
IR018233	ED403877
IR018234	ED403878
IR018235	ED403879
IR018236	ED403880
IR018238	ED403881
IR018239	ED403882
IR018240	ED403883
IR056229	ED403884
IR056239	ED403885
IR056258	ED403886
IR056259	ED403887
IR056260	ED403888
IR056261	ED403889
IR056262	ED403890
IR056264	ED403891
IR056265	ED403892
IR056266	ED403893
IR056267	ED403894
IR056268	ED403895
IR056269	ED403896
IR056270	ED403897
IR056271	ED403898
IR056272	ED403899
IR056274	ED403900
IR056276	ED403901//
IR056277	ED403902//
IR056278	ED403903//
IR056279	ED403904
IR056282	ED403905//
IR056283	ED403906//
IR056284	ED403907//
IR056285	ED403908//
IR056286	ED403909//
IR056287	ED403910
IR056288	ED403911
IR056289	ED403912
IR056290	ED403913
IR056291	ED403914
IR056292	ED403915
IR056314	ED403916//
IR056315	ED403917//
IR056316	ED403918//
IR056317	ED403919//
IR056318	ED403920//
IR056319	ED403921//
IR056323	ED403922
IR056324	ED403923

JC - Community Colleges

JC970087	ED403924
JC970088	ED403925
JC970089	ED403926
JC970090	ED403927
JC970091	ED403928
JC970092	ED403929
JC970093	ED403930
JC970094	ED403931
JC970095	ED403932
JC970096	ED403933
JC970097	ED403934
JC970098	ED403935
JC970099	ED403936
JC970100	ED403937
JC970101	ED403938
JC970102	ED403939
JC970103	ED403940
JC970104	ED403941
JC970105	ED403942
JC970106	ED403943
JC970107	ED403944
JC970108	ED403945
JC970109	ED403946
JC970110	ED403947
JC970111	ED403948
JC970112	ED403949
JC970113	ED403950
JC970114	ED403951
JC970115	ED403952
JC970116	ED403953
JC970117	ED403954
JC970118	ED403955
JC970119	ED403956
JC970120	ED403957
JC970121	ED403958
JC970122	ED403959
JC970123	ED403960
JC970124	ED403961
JC970125	ED403962
JC970143	ED403963
JC970144	ED403964
JC970145	ED403965
JC970146	ED403966
JC970150	ED403967
JC970151	ED403968
JC970152	ED403969
JC970153	ED403970
JC970154	ED403971
JC970155	ED403972
JC970156	ED403973
JC970157	ED403974
JC970158	ED403975

PS - Elementary and Early Childhood Education

PS020352	ED403976
PS022149	ED403977
PS022271	ED403978
PS022622	ED403979
PS023609	ED403980
PS024097	ED403981
PS024173	ED403982

PS024315	ED403983
PS024316	ED403984
PS024317	ED403985
PS024318	ED403986
PS024319	ED403987
PS024782	ED403988
PS024842	ED403989
PS024887	ED403990//
PS024889	ED403991//
PS024891	ED403992//
PS024894	ED403993
PS024907	ED403994
PS024917	ED403995//
PS024919	ED403996
PS024931	ED403997
PS024932	ED403998
PS024933	ED403999
PS024935	ED404000
PS024936	ED404001
PS024937	ED404002
PS024939	ED404003
PS024940	ED404004
PS024944	ED404005
PS024945	ED404006//
PS024947	ED404007
PS024950	ED404008
PS024990	ED404009
PS024992	ED404010
PS024993	ED404011
PS024994	ED404012
PS024996	ED404013
PS024997	ED404014
PS025004	ED404015
PS025005	ED404016//
PS025009	ED404017
PS025016	ED404018
PS025018	ED404019
PS025021	ED404020
PS025023	ED404021//
PS025031	ED404022
PS025033	ED404023
PS025034	ED404024
PS025035	ED404025
PS025039	ED404026//
PS025041	ED404027
PS025045	ED404028
PS025046	ED404029
PS025063	ED404030//
PS025064	ED404031
PS025087	ED404032//
PS025088	ED404033
PS025089	ED404034//
PS025090	ED404035
PS025091	ED404036//
PS025099	ED404037
PS025100	ED404038
PS025101	ED404039
PS025102	ED404040//
PS025103	ED404041
PS025105	ED404042

RC - Rural Education and Small Schools

RC018761	ED404043

RC018765	ED404044
RC018766	ED404045
RC018927	ED404046
RC019058	ED404047
RC019306	ED404048
RC019369	ED404049
RC019473	ED404050
RC019474	ED404051
RC019621	ED404052
RC019714	ED404053
RC019741	ED404054
RC020495	ED404055
RC020811	ED404056
RC020831	ED404057//
RC020889	ED404058
RC020890	ED404059
RC020891	ED404060
RC020892	ED404061
RC020893	ED404062
RC020898	ED404063
RC020899	ED404064
RC020900	ED404065
RC020905	ED404066
RC020906	ED404067
RC020907	ED404068
RC020908	ED404069
RC020910	ED404070
RC020911	ED404071
RC020912	ED404072
RC020913	ED404073
RC020914	ED404074
RC020915	ED404075
RC020916	ED404076
RC020917	ED404077
RC020918	ED404078
RC020919	ED404079
RC020920	ED404080
RC020921	ED404081
RC020922	ED404082
RC020923	ED404083
RC020924	ED404084
RC020925	ED404085
RC020926	ED404086
RC020927	ED404087
RC020928	ED404088
RC020929	ED404089
RC020932	ED404090
RC020933	ED404091//
RC020934	ED404092//
RC020935	ED404093//
RC020936	ED404094
RC020937	ED404095
RC020939	ED404096//
RC020940	ED404097

SE - Science, Mathematics, ans Environmental Education

SE052887	ED404098
SE053211	ED404099
SE053264	ED404100
SE053327	ED404101
SE053440	ED404102
SE053491	ED404103
SE053508	ED404104

SE053768	ED404105
SE053908	ED404106
SE053933	ED404107
SE054021	ED404108
SE054091	ED404109
SE054190	ED404110
SE054192	ED404111
SE054239	ED404112
SE054257	ED404113
SE054267	ED404114
SE054471	ED404115
SE054483	ED404116
SE054552	ED404117
SE054719	ED404118
SE054721	ED404119
SE054729	ED404120
SE054734	ED404121//
SE054751	ED404122//
SE054771	ED404123
SE054791	ED404124
SE054793	ED404125//
SE054879	ED404126//
SE054949	ED404127
SE054950	ED404128
SE054951	ED404129
SE054952	ED404130
SE054953	ED404131
SE054971	ED404132
SE054972	ED404133
SE054973	ED404134
SE054975	ED404135
SE054976	ED404136
SE054979	ED404137
SE054980	ED404138
SE054981	ED404139
SE054982	ED404140
SE055018	ED404141//
SE055078	ED404142//
SE055079	ED404143//
SE055080	ED404144//
SE055138	ED404145//
SE055139	ED404146//
SE055240	ED404147
SE055246	ED404148
SE055251	ED404149//
SE057424	ED404150
SE057425	ED404151
SE057426	ED404152
SE058139	ED404153
SE059542	ED404154
SE059589	ED404155//
SE059664	ED404156
SE059673	ED404157
SE059680	ED404158
SE059683	ED404159//
SE059685	ED404160